

ANNUAL REPORT

CARNEGIE CORPORATION OF NEW YORK

1966



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ANNUAL REPORT

FOR THE FISCAL YEAR ENDED SEPTEMBER 30

1966

CARNEGIE
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OF NEW YORK

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THE NONGOVERNMENTAL ORGANIZATION AT BAY

FROM THE ACTING PRESIDENT'S OFFICE

The Nongovernmental Organization at Bay

AN occupational hazard of philanthropy is repeated exposure to the financial plight of others. While the reaction may at times be a kind of relieved “there but for the grace of God . . . ,” more often it is one of deep concern, even anxiety. Why do so many of our private nonprofit organizations seem to have perpetually engrossing financial problems? Why should the men who run them have to spend so much time and effort making the rounds of potential donors, hat in hand, often with disappointing results and always at the expense of their primary administrative and program functions? Has the system for maintaining these organizations become basically unsound?

These are questions that each year become more insistent as the social value of nongovernmental organizations continues to mount in response to the steadily broadening aspirations of our society and to the nation’s expanding international commitments. Indeed, the financial uncertainty of these organizations in the face of growing responsibilities and sharply increased costs threatens to limit their future usefulness and undermine the private side of a public-private partnership through which the nation is now accomplishing some of its most important public business.

Definition

The term “nongovernmental organization” is used in several ways and is often ambiguous. As used here, it is arbitrarily limited to those organizations that have a private and nonprofit status but are *not* universities, colleges or schools, hospitals, fully endowed foundations, or religious missions. It includes scholarly, professional, educational, scientific, literary, and cultural associations; health, welfare, and community action agencies; non-

university research institutes; agencies providing overseas technical assistance; defense advisory organizations; and agencies that have educational purposes but are not part of the formal educational system. Thus, the term takes in only part of that heterogeneous list of approximately 100,000 organizations that are tax exempt and to which contributions are deductible under federal income tax law.

A few hundred of these organizations have national or international purposes and are individually important to the nation at large. The remaining thousands operate only at the local level but have national significance collectively as a vital part of our system of democratic pluralism. In both groups, but especially in the former, are to be found an ever growing number that derive part of their income, and in certain cases a goodly portion of it, from federal grants and contracts. Some of these organizations have moved into the federal orbit by choice, seeing there new sources of financial support. Others have entered it in response to a call for help from Washington. Still others were created by, or as the result of an initiative from, a federal agency.

The kinds of services offered to government by these private nonprofit organizations are too varied and numerous to catalogue here. Indeed, it is a striking fact that nowhere in the Federal Government does there exist a central record of these services, the organizations providing them, and the volume of expenditure involved, and even at the department or agency level this information is not readily available. "We just don't look at it that way," is the explanation offered, and so separate statistics are hard to come by.

Nevertheless, the use of nongovernmental organizations to carry out public functions, a rare occurrence before World War II, is now accepted policy in most parts of government. Gone are the days when most people in Washington would agree with the once widely held view that public money should be spent only by public agencies. A more flexible approach to the art of government, which also includes an expanded use of universities and private business firms, is growing steadily.

In the Government's Service

Examples drawn at random from current government operations illustrate the variety and ingenuity to be found in the ways private nonprofit organizations are serving government.

The United States Employment Service of the Department of Labor has

recently contracted with the National Travelers Aid Association to provide supportive social services in the relocation of families from areas of labor surplus to areas with a labor shortage. The Office of Regional Economic Development of the Department of Commerce, to assist local industrial growth, purchases research services having to do with new products and new markets from such nonprofit organizations as the Midwest Research Institute, the RAND Corporation, and the New England Economic Research Foundation.

The Bureau of Educational and Cultural Affairs of the Department of State uses the services of the National Social Welfare Assembly for planning and administering travel programs of some foreign visitors to this country. The same bureau has for a number of years relied on the Conference Board of Associated Research Councils and the Institute of International Education to assist in the selection of American scholars and students for research, teaching, and study abroad under the Fulbright Program.

The Agency for International Development employs International Voluntary Services for rural development work in Laos, and the American Institute for Free Labor Development to train labor leaders from Latin America. It contracts with the African-American Institute for a variety of educational services in many parts of Africa, and with the Near East Foundation for agricultural education and extension services in Dahomey. It finances a program under which CARE is assisting Algerian doctors to develop their capability to run an ophthalmological clinic. Peace Corps volunteers are being trained by the Tucson, Arizona, branch of the YMCA for service in Venezuela.

The National Science Foundation under its course content improvement program has given substantial contract support to Educational Services Incorporated for curriculum work in science, mathematics, and social studies. The U.S. Office of Education, under its ERIC (Educational Research Information Center) program, an enterprise that also involves ten universities and two private business concerns, has recently contracted with the Modern Language Association and the Center for Applied Linguistics to set up clearinghouses for information on, respectively, the common and the less taught foreign languages. The Office of Education has also provided contract support to CONPASS, a newly formed consortium of professional associations, including the Association of American Geographers, the American Historical Association, and others, to make possible a continuing appraisal of the \$33 million annual National Defense Education Act pro-

gram of teachers institutes in such fields as foreign languages, geography, English, history, reading, and the arts.

In the poverty field well over half of the 900-odd newly created community action agencies supported by the Office of Economic Opportunity are private nonprofit organizations. The OEO also finances demonstration programs carried out by long-established private agencies. An example in the community action area is the Office's support of Project ENABLE, jointly sponsored by the National Urban League, the Family Service Association, and the Child Study Association. A second example is OEO's support of programs of the National Legal Aid and Defender Association. A third is the contract with the YMCA to help meet the costs of a job-training program for young people in the Bedford-Stuyvesant area of New York City. The Department of Labor and Office of Education also contribute to this program.

The Food and Drug Administration has recently engaged the National Academy of Sciences to carry out a reassessment of the efficacy of all new drugs marketed in the years between 1938 and 1962. Previously, at the request of the same federal agency and with funds provided by it, the Public Administration Service, a private organization in Chicago, had made a study of state and local food and drug control procedures to help the Federal Government determine its area of responsibility.

Government by Contract

These are but a few instances of one aspect of the rapidly growing phenomenon of government by grant and contract. The phenomenon will almost certainly continue to grow despite the opposition of some members of Congress, who believe it would be preferable for federal agencies to develop their own internal capacity to take on all the new tasks society is assigning to Washington rather than hire others for this purpose. These critics contend that contracting is no more than a subterfuge by which government gets around its own regulations and salary scales. More importantly, some have real doubts as to how far federal agencies should go in delegating their public responsibilities to private contractors. Can the elected officials of a democratic government, they ask, be held fully accountable to the public for tasks that appointed officials have contracted with others to perform?

This is a fair question. At the same time the greatly increased use of non-governmental organizations to serve government ends is the product of a

powerful and pervasive new force that is not to be denied. This force is the growing complexity of the domestic and international problems with which government must cope—complexity that is rooted in scientific and technological advance, in population growth, in urbanization, in international tensions, and in still other factors. Solution of these complex new problems requires ever greater specialization, both of facilities and professional and technical manpower. Government cannot hope to build up and maintain such a capacity within its own bureaucracy. It has no alternative but to buy the specialized help it needs from the universities, from private enterprise, and from the nongovernmental organizations.

Beyond this reason, however, are other sound justifications for the government's use of nongovernmental agencies to carry out the nation's public purposes. These agencies by their very nature should have the kinds of attributes that an alert federal administration needs today, if it is to have an adequate sense of responsibility for the nation's well-being. Not all private organizations have these qualities, but many do. They include the capacity to move swiftly, flexibly, and imaginatively into a new area of critical need; the power to arrive at a disinterested, objective appraisal of a situation free of political influence; the freedom to engage in controversial activities; the ability to experiment in an unfettered manner—and if need be fail; and finally the capacity for sympathetic personal attention to the variety of human problems that beset our increasingly dehumanized world.

A New Partnership

Realizing the need for access to such qualities, Washington officialdom has in recent years authorized an ever greater use of nongovernmental organizations, and Congress has provided the necessary funds to buy their services and support their projects. A partnership has been sealed, as it was between government and the universities in scientific research and development. The result is that just as we now have the "federal grant university," so also we have the "federal grant nongovernmental organization." And just as we have learned to worry about the impact on the universities of large-scale, mission-oriented federal support, we must also develop a concern about the impact of this kind of money on the weaker partner in the new alliance between government and the nongovernmental organizations.

At the moment such a concern both within and outside government has not arisen, as it did in regard to the universities. Why? One explanation is simply that the volume of governmental contracting with the private organ-

izations is smaller than it is with the universities. This in turn is explained by the predominant part research and development have played in government's needs for outside assistance and the universities' special—though not exclusive—capability in this area. Federal contract and grant support, much of it for research, now represents a substantial part of the annual income of many of our leading universities. No sensible person in government or the universities can ignore the implications of this development. But among nongovernmental organizations research is a much more limited activity, and no other single area of government dependence on these organizations has yet been great enough to arouse concern.

Nevertheless, important as research and development requirements remain, other types of government needs have been growing rapidly, especially for the kinds of operational and management services that nongovernmental organizations of the types we are considering here may provide more appropriately than universities. As the nation increasingly grapples with its domestic problems of educational expansion, urban blight, poverty, housing, race relations, health, and environmental pollution, as well as with its international responsibilities, the use of the nongovernmental organization must inevitably continue to mount.

Concern developed slowly over the implications of government dependence on the universities for research. Originally federal agencies believed they could simply buy research from the universities as a kind of commodity, much as the army once bought mules. This simple notion was later replaced by a more sophisticated realization that to get the research it needed government would also have to support the research universities wanted to do. There developed, therefore, a dual system of relationships, one based on contracts, the other on grants. Gradually, however, the distinction between the two has faded as the result of changing procedures, until the grant and the contract are now virtually indistinguishable.

More recently the government has recognized that it not only must administer its university research support flexibly but also must help build up the basic long-term strength of the universities. It is doing this through the new institutional grant programs of the National Science Foundation, through general research support and grants for facilities to the medical schools by the National Institutes of Health, through the "sustaining university" grants of the National Aeronautics and Space Administration, and through Office of Education grants to the universities for buildings and equipment.

Finally, in the new international education legislation Congress and the Administration are contemplating yet another step. They are now proposing to give general support to universities to enable them to develop the capability with which to provide international technical assistance, not only in research but for training and operational services as well.

Let the Seller Beware

Clearly the university case has been well made. But the same case has never been made for using public money to develop the general capacity of nongovernmental organizations to do their jobs more effectively. The standard government position here is that it is simply buying services as a commodity and has no responsibility for the basic health of the suppliers. Therefore it must not pay for a whit more (and often less) than the tangible products it receives, whether research or services; it must buy at the lowest possible price; and it must limit its support to the program and administrative costs of a carefully defined project with a specified terminal date.

This kind of support is in the long run harmful to the nongovernmental organizations. It tends to produce mushroom growth and to place them in a position where they must continually seek further project support of the same nature to prevent the laying-off of staff and closing-down of programs. Thus, the paths of these organizations become characterized by frequent changes of direction induced by Washington's concerns of the day, rather than deliberate courses set by the organizations' own boards of trustees. This process in turn can diminish the interest of the trustees, and hence their sense of responsibility—which is the very heart of effective voluntary private service in the public interest.

The probability is that project support alone will in time make these organizations little more than appendages of government. What may also develop, since government officials cannot in the very nature of their jobs take consistent responsibility for the affairs of private organizations, are situations in which responsibility falls somewhere between government and trustees, with no effective check on the activities of staff. The dangers here are obvious.

The management of a nongovernmental organization, guided by its own sense of what is best for the organization, does, of course, have a free choice of whether to accept or reject government contracts. This can be said to be a basic part of management's responsibility. One can say, therefore, that if the organization begins to exhibit hyperthyroid or schizoid tendencies as

the result of an overdose of government contracts, it has no one to blame but itself. In practice, however, many organizations have found the rejection of government business extremely difficult because of their unwillingness to appear—and be—unresponsive to the national need. In some instances also it is their own identification of a pressing problem that leads them to take the initiative in seeking government support. Finally, they know that organizations that consistently give a higher priority to their own stability than to venturesome growth run the danger of removing themselves from the battle altogether.

Why have the private nonprofit organizations not come together and made their case to government as the universities did? Perhaps it is merely a matter of not yet having had time. A more likely explanation, however, is that they have no ready means of cooperation, so great is their diversity and so amorphous the field of which they are members. Each of these organizations has a constituency of its own and inhabits a world that rarely intersects or overlaps that of another organization. The men responsible for their affairs often do not even know each other. There has, therefore, never been a concerted initiative for the creation in Washington of a single voice to speak for the interests of the nongovernmental organizations field, a voice such as that provided for higher education by the American Council on Education. Perhaps, given the diversity of the field and its lack of integration, this is the way it has to be, but the result is a babel which amounts to no voice at all.

A New Approach

Were government now to recognize the need for building a long-term service capability in organizations with unique or special talents, it would seem an easy matter for federal agencies to begin to apply to the private agencies on whose services they depend the same principles now applied to the universities. For example, “sustaining grants” to such organizations could provide funds for administrative costs not allocable to contracts. Such grants could also provide “venture capital” for programs which, though not of current interest to the government, would develop the general competence of these organizations, and hence their longer-range usefulness to government.

From government’s point of view several problems stand in the way of a new approach of this kind. Many Washington officials and members of Congress who believe in the public-private partnership would still hesitate

to see government provide general support to private organizations, because they believe this would turn them into veritable arms of government, thereby destroying the very qualities that make them indispensable. General support, they point out, would oblige government to audit the full accounts and monitor the entire program of an organization being helped, whereas with contract or grant support the auditing and monitoring need apply only to a specific project. Others in Washington disagree with this conclusion, saying that if the will existed, there could be as much latitude in government's approach to the nongovernmental organizations as there is in its flexible and generous new attitude toward the universities.

A more serious difficulty from Washington's point of view is that some private organizations seem to be badly run and others are apparently still addressing themselves to yesterday's problems, while still others give the impression of being nothing but lobbying groups promoting the selfish interests of particular professions or occupations. Liberalized financial policies that included such organizations might, it is suggested, simply reward inefficiency, obsolescence, and venality. While the point can be made that government has no business using the services of such organizations anyway, the argument is, nonetheless, generally persuasive, and it indicates that any change of policy must be applied selectively and with discriminating care.

This argument also points up a fundamental difference between universities and nongovernmental organizations. The very nature of the academic enterprise provides a kind of built-in system of responsibility upon which government can rely. Each scholar is accountable not only to colleagues at his university, including boards of trustees or regents, but also to a wider circle of scholars in his discipline at other universities. And at the institutional level, individual universities are accountable to a national—even international—community. This system of self-audit within the academic enterprise has its moments of failure. But on the whole it is remarkably reliable, and it provides a substantial assurance that the money will not be misspent when government gives public funds to the universities.

Nongovernmental organizations, on the other hand, being more disparate, lacking intercommunication, and possessing no sense of community and tradition do not have such a built-in system of discipline. In their case, responsibility is a more localized matter and lies primarily with their boards of trustees. Government's protection in its grants to these organizations is to make sure that the trustees recognize their responsibility and

discharge it. Where the trustees are strong and active, the protection afforded government can, in fact, be even greater than that provided in grants to universities.

Responsibility for Support

Most people in Washington believe responsibility for the basic financial health of nongovernmental organizations lies in the private sector. The rightness of this view cannot be disputed when we think of philanthropy as a broad, undifferentiated activity in which the individual is free to give his dollar, or million dollars, for any purpose he chooses. Along with hospitals and educational institutions some nongovernmental organizations benefit from this kind of giving. This point of view provides one framework for thinking about these organizations, appropriate for those with purposes that tug at the heart strings—the “sailors, dogs, and children” group, as the British say—but wholly unrealistic in regard to those with less emotional pull.

Another framework is provided by the notion that at least certain nongovernmental organizations are national resources of such importance to the public welfare that their financial health cannot be entrusted to the vagaries of individual philanthropy. Here people in government tend to take the view that financial responsibility lies essentially with the foundations and business, an assumption that neither accepts.

With the exception of a number of quite small, local trusts most foundations take the position that only in exceptional circumstances is the provision of long-term, general support to an organization justified. They tend to be especially wary if the purpose for which a general support grant is requested is simply to put an organization into a position to accept government project grants or contracts. Indeed, the foundations regard project support as *their* particular province and are not ready to have responsibility for some other role thrust on them. Their funds, they argue, are severely limited in size and must be used for the kinds of experimental purposes for which no other funds are available. While this antipathy to general support may be as disappointing to the nongovernmental organizations as is the restricted policy of government, any other attitude would soon tie up foundations' funds and destroy the very flexibility that gives them their unique value.

Within the business community the general rule seems to be that corporate giving, beyond donations to educational institutions, hospitals, and

the usual private charities, should be restricted to purposes at least indirectly related to a company's interests. Thus, a firm with markets in Latin America is more likely to support a private organization providing technical assistance there than one with the same purposes in Southeast Asia. Or a company manufacturing agricultural machinery may support an organization concerned with farm life but probably not one involved in, say, the arts. This is understandable. But the net effect is that a number of nongovernmental organizations qualify for little or no support from business at all.

Beyond this is the fact that some companies either cannot or do not choose to give. And for all of them there remains the basic consideration that they are by nature profit making, not philanthropic, enterprises. So while it may be argued cogently that business firms should support nongovernmental organizations more heavily, there are some good reasons why, for the present anyway, passing the hat among them is a frustrating exercise.

Finally, those in Washington who regard the private sector as having full financial responsibility for the nongovernmental organizations, even organizations essentially serving important public purposes, seem to be less than fully aware of the enormously increased costs today of operating these agencies. Both administrative and program costs have risen drastically, because salaries have had to be raised to meet the competition offered by rising government and academic salaries.

A more fundamental explanation, however, of why the resources of the private sector are no longer adequate lies in the dramatic rise of our national aspirations. Under Great Society legislation we have launched a frontal assault on many of the nation's most grievous social, economic, and environmental problems—in poverty, civil rights, health, education, welfare, urban renewal, and air and water pollution. The nation has taken on enormous new tasks costing hitherto undreamed of sums. The impact on government has been traumatic. And no less forceful has been the impact on private organizations. They, however, lack within the private sector a new source of funds comparable to the new kinds of Congressional appropriations available to federal agencies.

While comparisons between nations are always hazardous it would appear that the same type of conscious reexamination of the role of the nongovernmental organization, and reassessment of its relationship with government, which have taken place in Britain since the appearance there of the Welfare State twenty years ago must now take place in the United

States. Influential in the British reexamination have been Lord Beveridge's book *Voluntary Action*, published in 1948, the report of the Nathan Committee in 1952, and the subsequent Charities Act of 1960. From these and other contributions to the debate there have emerged both a reaffirmation of the value of voluntary effort in a democratic society and a new recognition of the interdependence of voluntary and statutory effort in an era of greatly expanded governmental responsibility for social welfare. The reexamination in this country must, however, be extended beyond simply the social welfare field to other areas, such as international education and technical assistance, where nongovernmental organizations are now in partnership with government. Furthermore, the process here will be more complex because, among other reasons, our three-tier system of government provides a greater variety of relationships with the nongovernmental organizations.

The Central Issue

Nonetheless, the real issue is beginning to emerge clearly. Is the nongovernmental organization of the future to be simply an auxiliary to the state, a kind of willing but not very resourceful handmaiden? Or is it to be a strong, independent adjunct that provides government with a type of capability it cannot provide for itself?

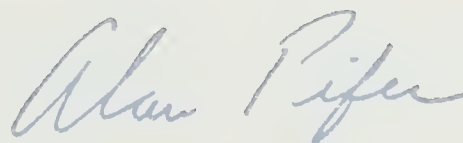
If it is to be the latter, and for most Americans the question is one that is likely to admit of no other answer, then we must face up to the difficult problem of how we are to finance these organizations. More can be done on the private side, as private responsibility will—and should—continue. For example, there might perhaps be some advantages to be found in experimenting more widely with the notion of cooperative fund raising which has worked so well for some community chest organizations. But the question must also be raised as to whether responsibility for the general financial health of at least the most important of the nongovernmental organizations should not now be shared by the Federal Government. Certainly the time has come for a comprehensive and careful study of the problem from both the governmental and nongovernmental sides.

If such a study should confirm the findings suggested by informal evidence and indicate the need for a new approach by government, three problems will then have to be considered: the mechanism for distribution of general support, how such support can be given without compromising the independence of the organizations aided, and how quality can be maintained.

Would a new central mechanism in Washington, created with a broad charter, to act as a sort of analogue to the National Science Foundation, prove feasible as a device for channeling general support grants to the nongovernmental organizations? It would seem so in theory, but there would be many problems that might make the idea unworkable. A more practical approach, but one that also contains potential dangers for the organization seeking funds, would be to have each federal agency decide for itself which organizations it considered essential for its purposes and then determine the amount of general support each should receive. As noted above, such a process would have to be rigorously selective, with a wary eye open for possible incompetents and self-servers. The process would also have to be based on criteria politically defensible to Congress and the public.

Preserving the independence of the organizations aided would not appear to be an insoluble problem, although it may be a more difficult one than guaranteeing the independence of the universities has proven to be. It would require on the part of many people in the administration and in Congress a new attitude of greater trust in the nongovernmental organizations. It would entail new administrative practices, based in some cases on new regulations or even on new legislation but in other cases simply on a more liberal interpretation of existing regulations. Lastly, it would demand of the nongovernmental organizations that they continue to seek a wide diversification in the sources of their income, and linkages to as many constituencies as possible.

Government acceptance of a shared responsibility for the financial health of those nongovernmental organizations on whose services it most depends would not solve the problem of how other organizations, not linked to government, are to be adequately financed in the world of tomorrow. But it would be a specific response to the pressing difficulties of at least some of our most valuable private agencies. If we want to avoid an ever more extensive and powerful Federal Government, it would seem that we must now, paradoxically, use federal money to ensure that we have a viable alternative—a network of vigorous, well-financed nongovernmental organizations ready to serve government but able, in the public interest, to maintain their independence of it. This further financial burden on government may be unpalatable to many. But the logic of it is hard to escape.

A handwritten signature in blue ink, reading "Alan Rifer". The signature is fluid and cursive, with the first name "Alan" and the last name "Rifer" clearly distinguishable.

ACTING PRESIDENT

THE YEAR IN REVIEW

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Now, Equality

FOR some years many Americans have been sincerely outraged to realize that a nation as strong and developed as theirs has long tolerated second-class status for large numbers of its citizens. Vigorous attacks on poverty, lack of education, racial prejudice, and legal injustice have received widespread endorsement.

These years of endeavor, which have produced some notable achievements, have also surfaced some deeper truths about the complexities of our society and its problems. "Liberty" and "equal opportunity," once the prime goals of the oppressed and underprivileged, are largely within reach. But "equality"—something as elusive as it is crucial to a democracy—is still unknown to many.

Writing about the aspirations of underprivileged groups in a Carnegie-sponsored issue of *Daedalus* (Fall 1965), Daniel P. Moynihan defines equality as follows: "Equality, as a fundamental democratic disposition, goes beyond equal opportunity to the issue of equal results." People enjoy it, he proposes, when they have the same chance of success in seizing opportunities as everyone else with comparable native ability. Native ability cannot be changed, but other factors important in attainment—one's predisposition to learning, for example—can still be equalized to a much greater extent than they now are.

Recent Corporation grants for programs designed to improve educational opportunities have reflected an awareness of the factors that make for successful realization of these opportunities.

Hope for the Cities

Nowhere are educational problems more complex than in our large cities. But by far the most dangerous problem of all is what the nation once learned to call "fear itself." Most people are convinced that the city's ills admit of no

solution. And they are proving their conviction by moving out en masse or by passively accepting decay as inevitable.

moving out en masse or passively accepting decay

A project put into effect this year by the School District of Philadelphia with Carnegie, federal, and local funds may help demonstrate that these are not the only choices. The Philadelphia Board of Education, under the vigorous presidency of former mayor Richardson Dilworth, is radically reorganizing the city's school system in an attack on the effects of rigid housing patterns on the schools. The major premise of this project is not, however, that the underprivileged should receive the same advantages as the privileged, but that both deserve and want a chance at superior education. Most parents, the school board believes, are willing to have their children travel to school and study with children from other neighborhoods and backgrounds if the experience means better education.



The backbone of the Philadelphia project is the "magnet school," a school with exceptionally high curriculum and teaching standards. To it come children from all over the city. Magnet schools serve three levels: elementary (five to seven years of ungraded schooling), middle (four years), and high school (four years). At magnet high schools outstanding students can follow a specialized curriculum in, for example, science or fine arts. This year nine magnet schools are operating in Philadelphia with some 5,350 students.

Urban-area segregation has two sides. Some people are segregated into the urban ghetto. Others are segregated into the suburb. The residential pattern makes for equal ignorance of our total society in both groups.

In Boston the Metropolitan Council for Educational Opportunity and the Council for Public Schools are mounting an attack on segregation caused by urban-area housing patterns. Over two hundred representative

pupils from kindergarten through high school, who last year went to school in the Roxbury area of Boston, are now attending schools in seven suburban areas outside the city. Each child has a "second home" in his own neighborhood where he can go for lunch, after school, and in case of illness. The project, which includes careful evaluation of how the experience affects the children involved, is supported by the U.S. Government and Carnegie Corporation.

Taking Stock

Precollege summer supplementary education is now a widespread phenomenon. This year the Corporation sponsored two attempts to add up the results.

The Yale Summer High School is a supplementary program for disadvantaged high school students between their sophomore and junior years. Under a Carnegie grant, psychologists on the Yale faculty have analyzed and evaluated data on the 1965 session—to determine the effects of this particular session on students and also to refine instruments, techniques, and research goals to be employed in research on and assessment of future sessions. The information produced by this pilot research project should be valuable to those assessing similar supplemental programs.

In 1965, under a Carnegie grant, Brandeis University conducted a summer program for high school graduates most of whom had been accepted by Brandeis and other colleges as "high risks"—that is, students with innate intelligence but who lacked both the performance records and the cultural or economic backgrounds to assure their success in college. The program concentrated as much on accustoming students to the environment they would find and the kinds of demands that would be made on them in college as on remedial work. This year Carnegie is financing the writing of a report on the program's effectiveness; the report will also include a critical summary of some other precollege programs for disadvantaged youths.

Convincing and Coordinating

The more than 100 predominantly Negro institutions of higher education in the South enroll about 100,000 students. Many have benefited in recent years from funds and enrichment programs coming from other parts of the country. But no matter how much expertise and money flow southward, fundamental improvements in higher education for Negroes in the South can never come about without the concurrence and support of the South itself.

Fortunately, many southern leaders understand that the question of educational opportunity is one affecting the entire South, white and Negro. Among these are the members of the Southern Regional Education Board, who include the governors of fifteen states, legislators, state educational officials, college and university presidents, and business leaders.

At its 1965 annual meeting the Board voted unanimously to establish the Commission on Higher Educational Opportunity in the South. Aided by a Carnegie grant, this Commission, which is made up of university educators and state officials, is studying the status of southern Negro institutions, including the issue of the unequal financing of those that are state supported. Sometime next year it will write a report giving specific recommendations for the future development of these institutions. The SREB intends to follow up these recommendations with action programs. It will also work to advance public understanding of why and how opportunities for Negro higher education must be improved.

The Corporation is also helping to support a new organization—the Institute for Services to Education in Washington, D. C.—that is providing much-needed planning and coordination for the various projects aimed at assisting southern Negro colleges. The ISE will also work to develop a network of relationships between northern colleges and universities and Negro institutions in the South. It has taken over from Educational Services Incorporated responsibility for producing new educational curricula and materials specially designed for students from disadvantaged backgrounds, a project that has received Carnegie support since 1964.

Fulfilling the Promise

Almost any qualified Negro student can now get to college. Scholarships and work-study grants are available. Supplementary and remedial programs help make up for inferior secondary education. The opportunity, we might say, is slightly more than equal in some respects.

But there are still gaps between the opportunity and equality—the chance the student has of a successful educational experience consistent with his native abilities. For example, the disadvantaged student on scholarship and with perhaps advanced academic preparation can sometimes find the social and intellectual climate at college so baffling in the crucial first year that he is unable to make the triple adjustment—social, psychological, and intellectual—required for success. When this is the case, special aid has raised his hopes, but in the end he experiences only crushing failure.

A wise counselor can do much to ensure that the disadvantaged student applies to the college that is most suitable for him and that he knows in advance something about what to expect there. But the majority of the counselors in the high schools from which these students come, and even the faculty of the summer institutes they may attend, have little knowledge of admissions and financial aid practices, study programs, and the social climate at most colleges.

The National Scholarship Service and Fund for Negro Students, which over the last seventeen years has helped some 12,000 students enroll in 450 colleges, is enlarging its staff to provide the kind of information and advice that have been lacking. Using the experience it has gained over the years, it will work with students in the summer institutes and with teachers and counselors in their high schools. Carnegie is supporting this much-needed service.

Trinity College, a small woman's college in Washington, D. C., is conducting a guidance and scholarship program for a small group of able and highly motivated young Negro women from District schools. The emphasis of "Inner City Project," as the program is called, is on giving these young women a college experience carefully designed to fit their needs and aspirations. Carnegie supported the first academic year of this program.

After College, . . . what?

Yale, Harvard, and Columbia Universities are cooperating to help the disadvantaged student already in college who seems qualified for graduate study but has little chance of attending a good graduate school without prior assistance. Under this Carnegie-financed program about one hundred students from predominantly Negro colleges pursue intensive study programs in economics, history, English, political science, psychology, and sociology during the summer between their junior and senior years. The students also receive help in applying to the sponsoring institutions and to other graduate schools. Those admitted to the Harvard, Yale, or Columbia graduate or professional schools receive full fellowships for graduate study.

Since 1964, the Southern Teaching Program at Yale University has been providing relief for faculty members of predominantly Negro colleges in the South whose opportunities for continuing education are hampered by economic and other demands. Begun by a group of Yale law students with Carnegie and other support, this program places students attending graduate and professional schools (in 1966: 110) as summer instructors in Negro

colleges (19 this past summer). Regular faculty members at these colleges are thus freed to attend summer institutes or undertake other graduate study or research. The program received a second Carnegie grant this year.

One Success Story

At the University of California, Los Angeles, researchers are trying to determine the hows and whys behind one notably successful campaign for equality: that of the Japanese immigrants (Issei) and their American-born children (Nisei). Bilingual interviewers are working hard to tape long interviews with about eight hundred Issei, most of whom are very aged; roughly the same number of Nisei are also being interviewed.

Until about fifteen years ago Japanese Americans were subjected to many disadvantages often suffered by other minority groups: deprivation of civil rights and freedom, social ostracism, and economic barriers to earning a living. At the same time they have entered fully into American society and have made a remarkable number of outstanding contributions to it. T. Scott Miyakawa of Boston University, director of this study, hopes that it will provide information applicable to the integration of other minorities. His codirector, Professor Robert A. Wilson of UCLA, will write a popular history of the Japanese Americans when the study is complete. This year Carnegie gave a second grant to this project, which is also receiving substantial support from the Japanese American Citizens League.



Learning at All Ages

Asked to picture a college or university student, most people would see a young person between the ages of seventeen and twenty-five. But many men and women who would like to spend this period of their lives studying find they must do other things: earn a living, raise a family, mature to the point of decision about a career. A society intent on increasing the chances for equality must provide for those who want and need a second chance to raise their educational status—whether through formal education or other means.

Where Credit Is Due

A glance at television program listings (especially in the early morning hours) and home-study advertisements in any large-circulation newspaper gives some indication of the number of educational programs for high school graduates offered outside colleges and universities. The people following such programs—as well as those who study independently at home—now have no means of getting academic credit for what they have learned. Students enrolled in one college who decide to transfer to another, and junior college graduates who wish to continue their education, have a similar problem: who can evaluate the work they have already done—and how? At present educational attainment is mainly measured, not by what a person has learned, but by where and how he has learned it.

The Council on College Level Examinations of the College Entrance Examination Board, aided by Carnegie funds, is now working on a national testing system for the evaluation of college level studies that should eventually make it possible to give fair recognition for such work. In addition to allowing the unaffiliated student to prove his knowledge and the transfer student to gain credit, this system should also make it possible for colleges

to evaluate their own teaching achievements against national standards. The Council will build on the College Board's advanced placement examinations and some sixteen college level tests already prepared by Educational Testing Service. Within eight years it hopes to have at least sixty-five tests ready, covering professional and technical subjects as well as the arts and sciences. Test results will be passed on to participating colleges; the Council itself will not assign credit. It will, however, provide supporting guidance and information services for those taking the tests, and encourage the colleges to liberalize their residence requirements.

The College Entrance Examination Board, an organization with a history of significant achievements in educational testing, believes that this new development will be its most important contribution to the welfare of higher education.

On Second Thought

A prime example of how an "equal" opportunity can be made "more equal" is the attention given in recent years to helping mature women continue their education. The first program designed specifically for mature women went into operation in 1960 at the University of Minnesota with Carnegie support. Since then, probably 100 colleges and universities have initiated their own variations of this model.

The original idea was to make it possible for older women to compensate for interruptions in the natural sequence of education due to marriage, childbearing, and child raising by allowing them to work at a rate and within a schedule suited to their patterns of living. These programs have proved beyond a doubt that mature women are good academic risks—that with a flexible program and understanding guidance their achievement rate is as high as or higher than that of full-time younger students. Paradoxically, experience with programs designed to fit these women's needs has led some universities to consider offering similar programs to men—in short, to see the advantages in making graduate education more flexible and assuring the qualified man in mid-career, as well as the woman in the home, that it is not too late to aim for a higher educational level.

This year Carnegie granted additional funds to two existing programs and helped set up two new programs to promote continuing education.

In 1963 the University of Wisconsin, using Carnegie funds, pioneered in offering part-time graduate fellowships for women. Of the 300 women who applied, the University selected 50. Their record has been so impressive

that the Graduate School is considering extending the program to men.

This year Carnegie made an additional grant to help Wisconsin continue the fellowships and collect and analyze information on the program. Kathryn F. Clarenbach, director of university education of women, and her staff want to obtain detailed answers to such questions as how valid the selection criteria are, what relationships exist between various personal factors and success in later education, how husbands feel about having their wives return to school (unofficial reports are that most are extremely enthusiastic). They will investigate practical as well as academic measures of the program's success: how many job offers do the graduates receive? At what level of responsibility and income? To what extent does the mature woman find age a factor in getting a suitable job?

For three years women living in Westchester county, New York, have had a rare opportunity to pursue graduate education close to home through a cooperative project involving Sarah Lawrence College and New York University. With Carnegie funds, the University began in 1963 to give some graduate courses in education at Sarah Lawrence, cutting down drastically the amount of time degree candidates had to spend in travel; the results were so successful that a similar program in social work was begun the next year. This year Pratt Institute in Brooklyn is joining these two institutions by enrolling a group of Westchester women in its library school and giving some courses at Sarah Lawrence. Carnegie has renewed its support of this unusual cooperative program.

Although continuing education programs for women have proliferated rapidly, institutions on the West Coast have been slow in providing these special opportunities. At its Center for Continuing Education, partly supported by Carnegie funds, the Claremont Graduate School and University Center near Los Angeles has begun a program that it appears unusually well organized to carry out. Comprising five undergraduate colleges and a graduate school that share faculties, libraries, and other resources, Claremont can provide maximum flexibility for individualized programs of study, on both the graduate and undergraduate levels. The Center for Continuing Education is emphasizing preparation for college teaching, and some of the students may gain teaching experience in the undergraduate colleges. Men as well as women have been admitted. The director of this new project is Mrs. Elizabeth L. Cless, who was largely responsible for the success of the University of Minnesota program mentioned earlier.

The University of Pittsburgh's Graduate School of Public and Interna-

tional Affairs, aided by Carnegie funds, has begun a program to draw women into a field to which they seem able to contribute a good deal: urban affairs. Donald C. Stone, dean of the School, believes that college-educated women constitute a major untapped source of potential leadership in urban planning, development, and action programs. He thinks that with a little imagination the School can recruit good candidates, educate them, and place them in administrative and executive positions where they can help fill the need for trained personnel discussed on pages 53-54 of this report. This program includes some single working women as well as housewives; Dean Stone believes that while men are often given opportunities for graduate work by their employers, equally talented women are generally not considered worth the investment. He expects to prove that they are.

“Where Did You Go?” “To the Museum”

More and more Americans are becoming aware of the educational and enrichment opportunities open to them in institutions that require neither degrees nor tuition: our museums, concert halls, theaters, and other cultural institutions.

Public interest in culture may be a new phenomenon in Middletown, U.S.A., but in Brooklyn it is an old story. Wealthy Brooklynites set up their own strong cultural institutions in the nineteenth century; today the Brooklyn Institute of Arts and Sciences, which combines under one board of directors the Brooklyn Museum, the Children's Museum, the Botanic Gardens, and the Academy of Music, serves not only Brooklyn residents but thousands of visitors drawn by the exceptional quality of its collections and programs.

Brooklyn has changed radically since these institutions were founded; most of its present-day population of over 2,600,000 lives in slums and middle-class neighborhoods. To meet the needs of this heterogeneous potential clientele the Institute must change its services and find increased financial support. A long-range planning committee is now studying such possible adjustments as reorganizing, diversifying, using new media, co-operating with the public schools. James M. Hester, president of New York University, is the committee chairman; George D. Stoddard, former president of the University of Illinois and recent chancellor of New York University, is directing the study and will make recommendations for the Institute's future role. Some of the solutions the Institute finds to its prob-

lems through this Carnegie-financed study may help other, newer cultural institutions with theirs.

Measuring a Medium

Rare in this country is the household without a television set. Not so rare, but fast disappearing, is the community not reached by an educational television station.

How many sets, though, are tuned to the channel carrying educational television programs? Not as many as might be if these programs were better produced and had more appeal to an audience willing to learn but accustomed to the high technical standards of commercial TV. Despite some outstanding achievements, educational television has not become the tool for educational and high-quality noncommercial programming it could be.

Last year's annual report mentioned the formation of the Carnegie Commission on Educational Television. Under a Carnegie grant, this Commission was to examine ETV's role and recommend how to strengthen and finance educational broadcasting so that it could fulfill its potential. President Johnson gave the study his enthusiastic endorsement.

The Commission, composed of prominent citizens, with James R. Killian, Jr., chairman of the corporation of Massachusetts Institute of Technology, as chairman, has been meeting frequently throughout the year, and the Commission's staff and consultants have been conducting studies of various aspects of ETV in this country and abroad. At the end of its work, early in 1967, the Commission will produce a report. Carnegie this year supplied additional funds to cover the costs of the Commission and publication of the report.

New Tools for Teaching

Reform and innovation in curricula and methods go on apace. The threadbare joke about the puzzled father who finds he cannot help his young child with third grade arithmetic because he can't understand the "new math" is, like most cliches, well grounded in truth. This year Corporation grants related to changes in curricula and methods are expected both to help the parent grasp what is going on and further confound him with new, much-needed improvements.

Preschool Schooling

The "preschool child" is becoming more and more of a misnomer as increasing numbers of children of four and five—and even three—find themselves attending private nursery schools, public school kindergartens, and government-financed programs for young children from disadvantaged homes. This trend seems to depart drastically from generally accepted theories about when children should begin their formal education, of which Rousseau's is the most radical (Rousseau, you remember, kept his model student Emile away from formal education until the age of twelve). And yet those who today believe that early schooling is important do not really differ from Rousseau in fundamentals. Rousseau thought formal education a stifling influence on the young child's spontaneous curiosity and capacity to learn, the foundations of his later intellectual development. Contemporary educators agree that these qualities are crucial to educational attainment, but feel that the mid-twentieth century child, especially if he is disadvantaged, has a better chance of retaining and building them in school than at home or on the street. Thus, the stress is not on imparting specific information, but rather on helping him safeguard and expand his capacity to learn—and develop the skills required to do so—in preparation for the intellectual challenges that lie ahead.

A growing trend to put children into school at these early ages does not mean consensus on what to do with them once they are there; in fact, there is a good deal of confusion on this question. This year the Corporation aided three programs aimed at increasing our knowledge of how young children learn and what they should be taught. The cry for guidance from the classroom is so insistent that none of these programs is devoted to pure research alone; all incorporate development of teaching materials, and some include teacher-training programs as well.

Carl Bereiter of the University of Illinois College of Education has pioneered in devising methods of teaching four- and five-year-olds, from both disadvantaged and average middle-class homes, the basic skills of reading, arithmetic, and logical thinking. His approach, which calls for presenting material in an orderly sequence of difficulty, differs radically from the noninstructional, group-play type of preschool program now most widespread. Under a Carnegie grant Professor Bereiter will continue to develop and test new materials. He will also inaugurate a program to train specialists in early childhood education in the use of his methods; the demand for teachers with such formal training is great, and without them no large-scale testing of Professor Bereiter's ideas can take place.

We can tell without too much difficulty what a four- or five-year-old knows, but it is a different matter to tell to what extent his mind has been developed—or, in other words, what he is capable of learning and needs to learn. Since most of what children know at this age has been absorbed at home, this is an important distinction, especially in the case of children whose home environments are not conducive to learning. It is, however, a difficult distinction for the teacher to make without guidance.

Under a Carnegie grant, researchers at Educational Testing Service, working with the New York City Board of Education, are studying small groups of four- and five-year-olds to learn more about the sequence in which these children develop certain intellectual skills and define ways in which this development can be fostered. They will devise assessment materials and observational techniques to measure intellectual development in the young child, and help train teachers in the New York City school system in the use of these materials and techniques.

American educational practice calls for teaching all children to read in the first grade, at age six. That this may be a late starting age is indicated by the fact that some children learn to read at home before they enter school and others show interest in doing so. It would be simple to say:



Fine for them, they are the bright ones. However, recent studies indicate that earlier teaching of reading is an *especially* valuable aid to later learning for children of *less* than average ability. Dolores Durkin, professor of elementary education at the University of Illinois, has interviewed parents of early readers to determine what conditions, experiences, and kinds of help fostered their achievement. With Carnegie funds, she will conduct a two-year program for “normal” four-year-olds that simulates these home environments and also uses a variety of materials and methods designed to help them learn to read, write, and spell at their own pace. At the end of the program Miss Durkin will report her findings; if the children do make significant progress she will make available the materials she has found most useful and a teachers guide based on her experience.

Three Experiments With Curriculum

The curriculum reform movement began in the sciences and in mathematics, where it has brought about dramatic improvements. More recently, attention has turned also to social studies, the arts, and the humanities.

With Carnegie, Ford, and U.S. Government funds, experts working under the auspices of Educational Services Incorporated are starting to revise the teaching of social studies in elementary and secondary schools. They are constructing self-contained model instructional units (for example, one on colonial America for junior high school students) that school systems can use with their present courses. Within a framework of history, these curriculum units explore economic, political, social, and cultural forces; the emphasis is not on making the student acquire a certain number of facts but on awakening and putting to use his interest in the subject matter.

The Polytechnic Institute of Brooklyn, with Carnegie assistance, is experimenting with a new social sciences curriculum for undergraduates. Other colleges offer interdisciplinary courses in the social sciences, but usually at the freshman and sophomore level as an introduction to the field or to provide a onetime exposure for nonmajors. Brooklyn Polytechnic is reversing this pattern by offering social science majors departmental courses (for example, in economics, history) during the first two years, followed by a general interdisciplinary course in the third year. Seniors will take a research seminar concentrated on a current major social problem, doing independent research on its economic, historical, political, or sociological aspects and discussing the interrelationships among these approaches. The Brooklyn Polytechnic plan follows a trend in doctoral and postdoctoral work in the social sciences toward broader interdisciplinary approaches to modern social problems; it will be one of the first attempts to introduce such approaches at the undergraduate level.

With Carnegie support, the New York City Board of Education is working with consultants in various parts of the country to outline a proposed curriculum in the arts and humanities for New York City schools. The revised curriculum will provide for teaching art, music, dramatics, and literature to children from prekindergarten through high school levels. When the planning stage is finished the U.S. Office of Education expects to support actual preparation of the curriculum and its introduction.

Reformers International

This year the Corporation supported two conferences designed to allow British and American (including Canadian) scholars concerned with two important subjects to compare notes on materials and methods and do some international planning for the future development of their areas of concern.

One of these grants financed participation of U.S. mathematics curriculum reform leaders in an Anglo-American conference on mathematics curricula held in England. The two important groups of reformers represented (the School Mathematics Study Group of the United States and the School Mathematics Project of Great Britain) have both undertaken major revision of course content, teaching method, and philosophic approach to mathematics teaching. Their work differs in many respects, however, and at the conference leading reformers were able to compare, contrast, and argue to the enrichment of both groups.

The other grant financed a groundbreaking conference on the teaching

of English, a subject that has not yet received as much reforming as it warrants. At this conference, held last summer in the United States, a prestigious group of British, Canadian, and U.S. scholars and teachers worked on developing a coherent strategy for attacking the massive problems of English curriculum reform. The results of their labors are being described in two separately written reports: one for the profession, and the other for the general public.

Adjusting for Size

The University of Denver is experimenting with a new solution to the problem of handling more and more students on college campuses. Instead of attending classes, students in certain courses are viewing lectures on TV sets in their dormitories or in the student union; some married students are watching in their apartments. The lectures are taped, and each is shown at two or three different hours; a student who finds a lecture difficult to grasp can hear it a second time. The audience includes fellow faculty members and graduate students preparing to teach as well as undergraduates. Once they have taped their lectures, the professors have more time to conduct discussion sections and meet individually with students. The University is also evaluating this Carnegie-aided program, which is expected to improve teaching standards as well as save classroom space.

While large institutions like the University of Denver and the University of Kansas (see page 43) are trying to devise means of reestablishing the benefits of a small college, the small liberal arts college is seeking ways to overcome certain disadvantages inherent in its situation. One of these is the limited range of courses it can offer. An area in which this limitation is felt acutely is language study; most colleges cannot go much beyond the traditional French, German, Spanish, and perhaps Russian curriculum—in short, not much beyond what the average college-preparatory high school can offer.

This year Carnegie began aiding an experimental five-year program designed to broaden the language study opportunities open to students in small colleges. The University of the State of New York, through the Office of Foreign Area Studies of the State Education Department, is helping between thirty and forty small colleges in New York State to offer almost any language, including “neglected” languages like Japanese, Chinese, Arabic, and Swahili. (National Defense Education Act scholarships are

available for study of these languages, but they require applicants to have had at least one year of previous study.) The reasoning behind the program, already substantiated by previous experiments, is as follows: students can learn languages by studying independently and working with native speakers. Good texts and tapes are available at low cost for most languages, and even a small college can enroll foreign students from almost any country to act as “language informants” and produce a faculty member with training in linguistics to supervise the study program. The student can take examinations at a university or from a visiting examiner. Thus, the program provides everything the student could find at a larger institution—except the teacher. But it adds a new element—the close relationship established between the American student and his foreign “informant,” which can be very valuable to both.



If this five-year program is successful it may provide a pattern for broadening the course range of small liberal arts colleges in other fields as well—especially as the Council on College Level Examinations of the College Entrance Examination Board develops its national testing system to evaluate independent study (see pages 25–26).

Two Guides to Change

This year Carnegie financed preparation of two books, both aimed at disseminating information about educational innovation to a wide audience ranging from school people to Congressmen to parents. The first of these will be coauthored by an acknowledged leader in curriculum reform, Professor Jerrold R. Zacharias of Massachusetts Institute of Technology, and Joseph Turner, a former associate editor of *Science*. These authors will discuss what is involved in the *process* of educational experimentation, a

process that they believe can be applied to any aspect of education. They will also describe selected current efforts in educational reform, what we can and should achieve in the future in education from nursery school through graduate school, and how we should proceed to realize these achievements.

The author of the second book is Cynthia Parsons, once a teacher and now education editor of the *Christian Science Monitor*. She will discuss why curriculum reform is needed, how it is brought about, and how teachers and administrators can learn about and get involved in it.

Wanted: Educated Educators

A nation's supply of talent is always too small to go around. We will always need more above-average scientists, lawyers, doctors, legislators—the list is long. One critical requirement stands out, however: we desperately need more outstanding teachers.

Good teachers, of course, do not just appear. They are themselves the product of good teaching, and they continue to learn, formally and informally, throughout their careers. Furthermore, they are kept supplied with good materials and information on new teaching techniques by those who carry out advanced research on education.

But the first step in the development of a good teacher (or a good educational researcher) is the decision on the part of a talented student to become a teacher (or to enter a research career in education). Unfortunately, many capable students rule out a career in education almost automatically. Against the love of learning and desire to improve the world that many young people exhibit—see enrollment in the Peace Corps for evidence—are weighed two major disadvantages: a career in teaching (indeed, in any aspect of education) carries very little prestige, and the institutions in which students of education receive their training are held in low regard by many both inside and outside education.

Education in Academe

This year the Corporation granted funds to aid in forming a new organization that should help remove one of these disadvantages by building the prestige of the entire field of education.

In 1964 a self-appointed committee (John W. Gardner, James B. Conant, Clark Kerr, and Sterling M. McMurrin) named eight outstanding scholars to investigate the possibility of forming an academy of education, a sugges-

tion raised in the past but never acted on. These eight agreed that such an academy would be a very welcome addition to the educational world, and they invited nineteen more scholars to join with them in applying for a New York State Board of Regents charter. The National Academy of Education came into being in March 1965.

Designed to stand proudly beside the National Academy of Sciences and the American Academy of Arts and Letters, the National Academy of Education will eventually have fifty life members. These will be in four categories: the history and philosophy of education; the politics, economics, sociology, and anthropology of education; the psychology of education; and the study of educational practices. The Academy's purpose is to set high standards in educational scholarship, provide a forum for educational discussion, and honor outstanding contributions to education.

The first academy ever was an olive grove in which Plato, the great



student of a great teacher, set up what many consider to have been the first Western university. An academy of scholars concerned with education is thus not a new notion—but it can have a profound effect on a profession in need of recognition and status as well as improved standards.

Preparing and Sustaining Good Teachers

Under heavy pressure, schools of education are seeking ways to raise their standards. At the same time, teachers are being offered many new means of adding to their education from sources outside the traditional teachers colleges.

One institution making radical changes in the predominant pattern of teacher education is the Northwestern University School of Education, which this year received renewed support from Carnegie. At Northwestern

students under a new program receive no formal training in methodology. Instead, they study academic subjects taught by faculty from the College of Arts and Sciences. They learn how to impart what they know through special seminars, individual tutorials, and practice teaching supervised by a "clinical professor"; this latter is an actual teacher in the school system, who has a half-time appointment at the University. By 1970 the program will include all students in the School of Education. Northwestern will use a good part of the second Carnegie grant for research to determine whether the new program attracts and holds better students and produces better teachers than the traditional one. It will also organize in the winter of 1967 a national conference, with published proceedings, at which educators of teachers from many institutions can learn about and discuss Northwestern's experience and plans for the future.

Teaching is improved by new curricula and new methods, but only to the extent that these are used widely and *properly*. In most cases teachers must be retrained to make an effective change from old to new. Retraining is most difficult at the elementary school level. There are in this country about a million elementary school teachers; the summer school programs successful with high school teachers of mathematics and science are not a practical means of reaching such a large group.

Educational Services Incorporated, which has developed many innovative courses and materials for the elementary and junior high school grades, is trying a new approach to getting them into use. It is bringing together experts in learning theory, outstanding teachers, and film technicians to produce video tapes and films for training both present and prospective teachers. The tapes and films will show the teachers using new materials and methods developed by ESI and other groups with actual classes. ESI will work with educational television station WGBH in Boston in making the films, which will be tested at various stages of development in teachers colleges in Massachusetts. Both the Corporation and the Alfred P. Sloan Foundation are giving support to this project.

While their students enjoy a summer vacation, many teachers are hard at work in school taking summer courses toward a master's degree in education. Most of these courses are concerned with method, and are thus extensions of the bulk of the training that teachers colleges offer. Some introduce the teacher to new developments in curriculum and materials in a given field. Few provide really challenging course work on a higher level than that usually available in teachers colleges.

St. John's College, which has been educating a small body of students in Annapolis, Maryland, since the eighteenth century, intends to offer teachers a challenging summer experience at its new campus in Sante Fe, New Mexico. Here teachers (primarily secondary school level) and a few other adults will receive a strong dose of liberal arts administered by an institution known for its insistence on a classical education. The teachers will earn a master's degree in education after four summers of work, or by combining courses during the winter with adult education classes on the Sante Fe campus.

Who Should Do the Job—and How?

While schools of education clean house and other institutions step in with supplemental approaches to the preparation and continuing education of teachers, some wonder if even these improvements are radical enough. Perhaps, they suggest, the whole system of training the professional educator needs reconsideration—from the roots up.

A study to be conducted over the next two years under Carnegie sponsorship will examine the fundamental questions implied by this uneasiness. Called "The Carnegie Study of the Education of Educators," this inquiry will not start from the premise that teachers must be educated in a school of education. Instead, it will try to determine what the context of public education will be ten to thirty years from now—for example, what roles schools, television, journalism, the computer industry, and the publishing companies will play in educating children. Then it will postulate what functions the educator will have in this future educational setting—and finally, how he or she should be educated to fulfill these functions.

The study is being directed by Charles E. Silberman, a journalist with a record of fresh, penetrating analyses of important problems who once taught economics at Columbia University and is now on the board of editors of *Fortune* Magazine. Mr. Silberman will work with a research staff and expert consultants as needed. An advisory committee of educational leaders and scholars in education, with Professor Lawrence A. Cremin of Teachers College, Columbia University, as chairman, will help him conduct the study and will formulate policy recommendations when it is finished.

The University and Its Discontents

What is a university? Today's large universities, private and public, have come a long way from Plato's olive grove. They are also far removed from the medieval *universitas* from which they take their name and their academic robes. The medieval university's purpose was to preserve and pass on knowledge. In addition to fulfilling this purpose, the modern university has two other missions: acquiring knowledge, or research, and putting knowledge to use, or public service. At the same time, it is responsible, either legally or socially, to many elements of society.

Even such a brief description of the contemporary university as this raises more questions than it answers. That the answers are not readily available—and also that they must be found—are pointed up by recent crises surrounding the university: behind every one are implied uncertainties about the university's role. For example, students rebel against authority and say they resent being faceless numbers on an impersonal campus. But who exactly holds the authority? And how can the university educate all those who want to pursue higher education without greatly expanding?

Not surprisingly, many thoughtful persons both inside and outside the university are turning to consideration of these and related questions. This year the Corporation helped finance several studies—some very broad, some aimed at specific questions—of the role and problems of the modern university.

Studies of Development and Control

One person who should be qualified to think deeply about the university's problems is the man who deals with these problems every day: the university's president. He is in the position to say seriously: "We must, after all, find a way to run this extraordinary institution."

James A. Perkins of Cornell, author of the above comment, is a university president who has had a good deal to say about the modern university. In a much-discussed series of lectures given in 1965 (and this year published as *The University in Transition* by Princeton University Press), he explored some old and new problems facing the university today. President Perkins is now using these lectures as the starting point for a four- or five-year study of the future of this institution. As a beginning he organized a conference this year of several American and European experts to discuss the modern university, giving special attention to its responsibilities overseas. Carnegie cooperated with the Rockefeller Foundation in making this conference possible.

Attacking a more specific question, Joel L. Fleishman, the young director of the Yale Summer High School who is a lawyer by training, is making a legal analysis of the patterns of control of public institutions of higher education in this country and abroad. Accounts of the Berkeley crisis and similar recent crises on other campuses reveal a significant lack of clarity on all sides about the powers that trustees, administration, faculty, and state agencies exercise in running a public university. Mr. Fleishman hopes to determine why some structures work better than others and recommend ways to improve patterns of control.

Restoring the Sense of Community

Universitas means guild or community; the university was intended to be a grouping of scholars and students working closely together. A complaint heard frequently is that the modern university campus has grown so complex that it can no longer pretend to be a community. Several large universities are experimenting with attempts to reestablish the sense of community. The Corporation sponsored two such experiments this year.

Rutgers, the State University of New Jersey, now has about 8,600 undergraduate students; in fifteen years it expects to have more than twice this number. To handle this influx, the University will not enlarge its present colleges—Rutgers for men and Douglass for women. Instead it is planning a system of federated liberal arts colleges that will eventually have about 3,500 students each. The first will be Livingston College, near Kilmer, scheduled to open in 1968.

Rutgers intends to avoid chaotic growth by making this first college a model for the others. To this end President Mason W. Gross has appointed a provost's planning committee of faculty and administrative officers, with

Charles P. Dennison as executive secretary, to seek the wisest solutions possible to long-term problems associated with the new college—for example, how much autonomy it should have in budget control, appointment of faculty, selection of students, and curriculum development. Committee members will investigate how other institutions have treated similar problems; at the same time, the solutions the committee arrives at, in addition to simplifying establishment of the other colleges in the federation, may have an important influence in other states where similar expansion is bound to occur.

Another experiment designed to help the student on a crowded campus maintain his identity is taking place at the University of Kansas. There students and faculty are being reorganized into colleges within a college—to give students smaller classes, a group to identify with, and closer relationships with faculty. Each college has about five hundred students, twenty-five faculty members, a director, two deans for students, and a registrar. Every student has a faculty adviser. The college within a college offers all of the usual first and second year liberal arts courses. This year the plan is being tried out in one dormitory; next year all freshmen and sophomores, including commuters and residents of fraternity and sorority houses, will be assigned to one of five colleges.

Free—and Informed—Speech

The only communications medium available to all groups in a university (and in a small college as well) is the student newspaper. About 100 of these papers appear daily, and some 1,900 less frequently. When written and edited wisely and responsibly the newspaper can play an extremely vital role in clarifying issues, disseminating information, and bridging the gap between students and the rest of the university.



Unfortunately, many of these papers are read as a source of news on sports and social events—and that is all. Others speak for a small minority of students only. Too often student editors are not well prepared for the responsibilities they assume. Indeed, as many of those unsympathetic to student demands are quick to point out, four years or less residence on campus is not in itself enough to allow the student to grasp complicated issues. The student editor therefore needs to make a special effort to acquire background and understanding.

The United States Student Press Association, organized in 1962 by student editors with a board of well-known editors and education writers as outside advisers, has been working to provide this background in an effort to train responsible editors. It has held regional weekend seminars and a five-week summer seminar on issues in higher education for new or potential editors; also attending were junior staff from the papers, faculty and administrators from the campuses, and others interested in the discussions. The seminars gave participants a chance to devote themselves to studying, discussing, and writing about what the Student Press Association's general secretary calls "the center of what their communities are all about." The Corporation financed this student-organized attempt to realize the potential contribution that student papers can make.

Strengthening Postgraduate Studies and Research

Over one-third of U. S. college graduates continue their studies in a graduate or professional school. Many despair that so much educational energy is spent on training all these specialists, but the fact is that our complex society needs even more of them than it is producing. Specialists, however, must stay aware of the larger society they live in and have a clear picture of how they can best contribute to it. And the scholar-teacher who is teaching apprentice-specialists must occasionally have a chance to draw back and nurture his own mind so that he keeps his thinking lively, balanced, and up to date.

Philosophy and Contemporary Life

In a science-dominated century, science is clearly one of the proper studies of mankind. Most scientists, however, have neither the time nor the training required both to do their work and to ponder the deeper meaning of their activities. Fortunately, a few forward-looking philosophers are defining and analyzing the methods, concepts, and basic assumptions of the sciences and exploring the moral and social implications of the power that man has gained for himself through scientific inquiry.

A scholar who has engaged long and fruitfully in such inquiry is Professor Herbert Feigl of the University of Minnesota. At one time a member of the celebrated Vienna Circle, which met in prewar Vienna to discuss the philosophical problems posed by scientific knowledge, Professor Feigl came to this country in 1930. At the Minnesota Center for Philosophy of Science he has reconstructed in some measure the intellectual atmosphere of the Vienna Circle. The research done at the Minnesota Center has had a very strong impact on contemporary philosophy, and its publications are standard reference works for scholars. With Carnegie help, the Center will

broaden its approach by appointing an historian of science and extending its sphere of interest to include the life sciences as well as the physical and social sciences. It will also begin to accept students in a new graduate program in the history and philosophy of science.

In another response to the challenge of understanding science, Rockefeller University in New York City is investigating the possibility of initiating full-scale research on the social and philosophical implications of recent and future developments in the life sciences. That this is a field worth study is indicated by the possibilities that these developments open up—for example, control of the genetic code, of sex, and even of personality. As yet there is little communication between scientists working in biomedical research and scholars trained to explore the implications of their work. Harry G. Frankfurt, associate professor of philosophy at Rockefeller, is



talking to and bringing together other scholars to chart the philosophical inquiry that Rockefeller University might carry on next door to men and women engaged in some of the most advanced biomedical research being done today.

The work in philosophy going on at Minnesota and Rockefeller University illustrates a trend in contemporary philosophical inquiry toward breaking away from purely theoretical studies and moving closer to examination of present-day problems. A third Carnegie grant went this year to a group of philosophers prepared to take their place in an institution pledged to concern itself with such problems.

Administrators of the new University of Illinois campus at Chicago Circle have stated that the entire campus will have an explicit concern with urban affairs. The head of the philosophy department, Ruth Barcan

Marcus, has gathered together an outstanding group of young scholars who believe that philosophy, among its other tasks, can contribute significantly to the understanding of urban problems. Carnegie funds are helping to build up the department's library, release some faculty time so that new courses related to urban life may be planned, and provide fellowships for study. The grant will allow the department to begin accepting graduate students earlier than otherwise possible, thus speeding development of a new source of teachers of philosophy, for which the demand will be much greater than the supply in coming years.

Time for a Check-Up

In 1908–1910 Abraham Flexner made a study of American medical schools for the Carnegie Foundation for the Advancement of Teaching that led to a complete rehauling of medical education in the following decades. Now, it appears, an examination of medical education is once again in order. Discoveries and developments in medicine and related fields are constantly increasing and reshaping the ideal premedical and medical school curriculum. At the same time, new approaches to providing more and better medical care for greater numbers of the population are changing our needs for medical services. Many are asking if the medical schools are keeping pace with—or, as should be the case, keeping ahead of—these developments so that the profession will be prepared for future challenges.

In 1965 a group of leading medical educators held a two-week meeting—partly sponsored by Carnegie—to reexamine medical education in the light of present-day requirements. Their verdict was that, as now organized, medical education is not able to produce the kinds of doctors necessary to meet the needs of the American people in the near future. The warning implicit in this verdict led the Corporation, in cooperation with the Commonwealth Fund, to organize a conference of broader scope and representation on the same subject in early 1966. Findings of this conference confirmed the view that the medical school curriculum needed systematic and thorough reexamination.

The next logical step, those concerned with the problem agreed, was to set up a national committee to study, over a period of years, the interrelated problems of medical services and medical education. This group, an ad hoc organization composed of doctors and prominent laymen, would plan and organize studies, conferences, and other activities; determine priorities; and encourage funding of the most important projects. Dr. Robert A. Aldrich,

formerly director of the National Institute of Child Health and Human Development of the National Institutes of Health and professor of pediatrics at the University of Washington, is now directing the formation of a detailed operating program for the proposed committee. Carnegie and the Commonwealth Fund are sharing the expenses of this planning stage under grants to the University of Washington.

Work has also begun on one of the major problems brought to light at the two conferences mentioned above: the significant lack of attention present-day medical education pays to the behavioral sciences—broadly defined as the study of the interaction of the individual and his environment. The average medical school graduate receives little training in this branch of science, even though in practice he will be dealing increasingly with new symptoms produced by the conditions of modern living. Carnegie and the Commonwealth Fund financed a two-week meeting, held in the fall, at which forty participants discussed how premedical and medical students could be taught as much about the behavioral sciences as they should know. Among participants at this meeting were medical doctors from various branches of the profession including psychiatry, and psychologists, sociologists, a few humanists, lawyers, and university administrators. The meeting was organized by Dr. Oliver Cope, professor of surgery at Harvard Medical School, Dr. Douglas D. Bond, professor of psychiatry at Western Reserve University, Dr. Ivan L. Bennett, Jr., a pathologist at Johns Hopkins University, and Professor Jerrold R. Zacharias of Massachusetts Institute of Technology, whose work under another Carnegie grant is discussed on pages 35–36.

Out To Think: Back in a Year

The poor get poorer, and the rich get richer: one of the many illustrations of that useful maxim is the small liberal arts college. The main defense of these institutions is that, although they are relatively poor in facilities, they allow better teaching through a more intimate relationship between teacher and student. Ironically, it is the small college, especially the one in a somewhat isolated location, that has difficulty holding on to the good teacher. Teaching loads tend to be heavier than in larger institutions, research facilities and funds are less easily available, and the lively teacher is apt to feel cut off from stimulating contacts and forgotten by the larger world.

The Great Lakes College Association is beginning a three-year program, financed by Carnegie with matching funds from its members, to help cor-

rect this imbalance. An intercollege committee will choose from among proposals for research and creative work submitted by arts and humanities faculty members from the twelve colleges in the Association. It will also plan interdisciplinary seminars to bring scholars in the same and related disciplines together, and organize an annual conference at which faculty members from all twelve colleges and Midwest universities will identify important topics for research. By bringing teachers out of isolation and freeing them from teaching for a year the Association hopes to foster production of some important work—and renew enthusiasm for teaching in the small college.

Those wishing to illustrate the value of giving scholars time off from teaching commitments to study, think, write, or do anything else with some serenity often point to the record of the Center for Advanced Study in the Behavioral Sciences at Stanford University. Founded in 1953 by the Ford Foundation, the Center houses fifty postdoctoral scholars in the social sciences and humanities each year, allowing them to devote themselves to whatever pursuit they choose, alone or in association with other fellows. The results of this opportunity are of course not easy to quantify, but the list of publications made possible because of it (some 2,940 journal articles and 313 books) and the enthusiastic comments of former fellows indicate the Center's usefulness. This year Carnegie gave the Center a grant for partial support over a ten-year period.

Running a Democracy

In a federal system, the balance of power and responsibility between national, state, and local systems of government needs constant reexamination and redefinition. Fruitful efforts to improve the public welfare through governmental systems are not aimed at taking power or responsibility from one level to give it to another; instead the emphasis must be on determining who can do each necessary job most effectively and what is needed to facilitate its getting done.

Education Commission of the States

Keeping public education a responsibility of the states—and at the same time making intelligent use of federal aid and avoiding creation of a fifty-headed educational monster—is a major challenge facing educators and politicians alike. “In the long run, nothing that we in education can do, whether in Washington or anywhere else, can be more important than strengthening the capacity of our states to respond to the educational needs of our time,” said Francis Keppel while U.S. Commissioner of Education, and few would disagree. At the same time, it makes little sense for state governments to develop completely independent responses to problems that many share. And in restless America (the 1960 census showed that almost 12 per cent of the population were no longer living in the same state as in 1955), the states have some responsibility for coordinating their educational strategies.

The critical nature of this problem is indicated by the quick response of the states to one proposed solution. In 1964 James B. Conant, in his book *Shaping Educational Policy*, suggested that the states enter into a compact for the formation of an “Interstate Commission for Planning a Nationwide Educational Policy.” The idea was to provide a meeting ground at which

politicians and educators would exchange information, discuss how the states could fulfill their responsibilities in education, and initiate studies of pressing problems. With Carnegie funds, Terry Sanford, former governor of North Carolina, explored the feasibility of this proposal and found that it was generally well received. Accordingly he devised a plan for the compact and convened a meeting of nineteen governors and representatives from all the states to lay the foundations for what became the Education Commission of the States, with offices in Cincinnati.

Things have moved fast ever since. The Commission held its first meeting in June, with thirty-six states attending. (Each state delegation normally includes the governor, a state senator, a state assemblyman, and four educators.) It set up a steering committee composed of eight governors, eight state legislators, and sixteen educators, and chose an executive director, Wendell H. Pierce, superintendent of schools in Cincinnati. At this meeting the Commission also decided to begin with studies of seven important problem areas: financing elementary and secondary education; providing community-centered post-high-school education; identifying and filling vocational and technical education needs; improving planning and coordination of higher educational systems; attacking the special problems of urban schools; improving communication between the educational, political, and lay leadership in each state; and solving problems resulting from necessary consolidation of school districts.



Eventually the states themselves will pay the Commission's expenses on a pro rata basis. Carnegie and the Danforth Foundation are meeting these expenses until this support is available.

Principled Policymakers

The Education Commission of the States will not dictate policy; it will only recommend solutions to problems and disseminate information. A large share of policy formation rests with the state legislators. It is they who must not only set the direction of programs but provide the means for carrying them out.

How successfully educational—and all other—problems are dealt with at the state level thus depends ultimately on the intelligence, experience, and foresightedness of the men and women making up state legislatures. Unfortunately, however, the legislatures have lost much of their power—owing partly, it is true, to the increases in the Federal Government's role and in the strength of the state executive, but also through the failure of legislatures themselves to maintain the capacity of their institutions to act forcefully and of the public to understand and support necessary reforms.

Last year Carnegie granted funds to support the Citizens Conference on State Legislatures in its work to strengthen these bodies. Part of this effort is aimed at improving public attitudes toward providing conditions that will attract well-qualified men and women to serve as legislators.

Clearly, once talented people are attracted they must be encouraged to make the most of the opportunity to strengthen and revitalize the legislatures. Eagleton Institute of Politics, at Rutgers, the State University of New Jersey, has begun an imaginative attack on this problem with Carnegie support. It is holding one-week seminars for young state legislators at which they can discuss common problems. One purpose is to counter the sense of isolation and frustration junior legislators often feel once the campaign is over and the real work begins. The "faculty" for these seminars will consist of senior legislators, "dean" of whom will be speaker of the California Assembly Jesse Unruh, and professors of political science from several universities.

Constitutional Convention—1960s Style

Unwieldy and outdated state constitutions have been another barrier to strong state governments. Many of these documents seem designed to frustrate rather than facilitate effective governmental action at this level. Until recently the fear that reapportionment would accompany revision has

checked attempts to lift this barrier. Now, however, reapportionment is inevitable, and since 1960 thirty-one states are or have been working on revising their constitutions; all the states are expected to have gone through this process within the next decade.

Those states embarking on constitutional revision have very few guides to go by. It is fortunate, therefore, that the workings of one constitutional convention—in Rhode Island—have been carefully and systematically observed. Under a Carnegie grant, Elmer E. Cornwell, Jr., chairman of the political science department of Brown University and also research director of this convention, is writing up the material that he and some of his colleagues and students have gathered during the convention and analyzing data obtained through interviews with the members. Professor Cornwell will also indicate what aspects of the Rhode Island convention may be shared by conventions in other states.

A Book on School Boards

Citizens exercise control over the public school system in their localities through the officials they elect to city and state governments. But this control is indirect. Much more direct lay control is provided by the school boards, which are the legal agents for operating the schools. Here is the real seat of power: school boards are responsible for managing the schools, controlling employment of teachers and administrators, constructing facilities—even for curriculum and textbook choices.

Carnegie has supported research on various aspects of school boards—for example, how they are selected, how they operate, how selection and operating characteristics relate to effectiveness. The information generated by such studies is most useful not to scholars but to those who elect the boards and to the board members themselves. Under a Carnegie grant, Robert Bendiner, an experienced and highly regarded writer and author of several books, is studying school boards and will write a book about them that will inform those who need to be informed.

Governors for the Governed

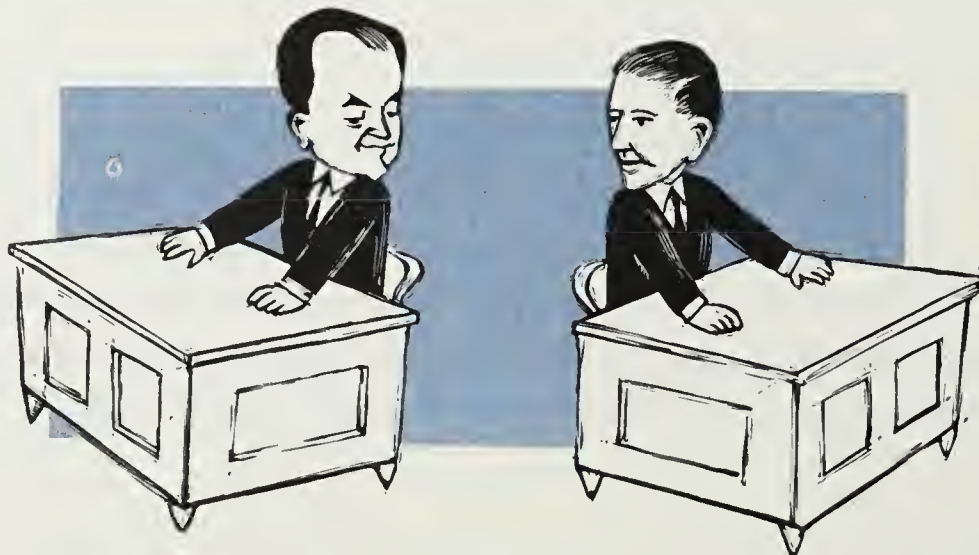
In a complex, highly developed nation like ours, as the nation grows, government must grow. Apart from questions of whether government—federal, state, or local—will have greater or lesser power in the future, it is undeniable that the number of trained *people* required, even for the hard core of government service, must increase with population increases.

Many leading educational institutions offer postgraduate training in pub-

lic administration, but the need for public servants with this training far exceeds the number of their graduates. In 1964, for example, only 400 men and women received graduate degrees in public administration; experts estimate that the state of California could easily have absorbed this entire crop, and that the nation urgently needed from four to five *thousand* people with comparable training. And the demand is growing. Furthermore, the responsibilities of public servants are becoming more and more complex, requiring higher levels of preparation.

The last study of education for public administration was made in 1939. Clearly, it is time for a new look at this field and a coordinated plan for providing training to more people—whether in school or as a supplement to work. But this job will not be easy; the schools differ greatly in patterns of organization, curriculum, and objectives. These differences, plus a serious shortage of qualified faculty, seem to pose almost insurmountable barriers to coordination and expansion of effort. Aided by a Carnegie grant, the Council on Graduate Education for Public Administration of the American Society for Public Administration is bringing together a group of about fifteen educators and top-level administrators to consider these problems and to make recommendations for overcoming them or suggest further studies leading to such recommendations.

The White House Fellowship Program, proposed some years ago by John W. Gardner and embarked upon by President Johnson in 1964, with a Carnegie grant, was a resounding success in its first year of operation. A national screening process selects extremely promising young men and women—fifteen in the first group—who are assigned for a year to work in the President's office, with the Vice President, or with a Cabinet member. The fellows also receive an orientation and education program at the Brookings Institution. Legislation to establish this program on a six-year basis is expected to be introduced soon. Meanwhile Carnegie has continued to provide partial support.



International Affairs

The period since the end of World War II has seen constant political, social, and economic upheaval, with old alliances falling apart, new nations rising to prominence, and large masses of people discovering and demanding a twentieth century way of life. In trying to understand and help shape the various forces at work in this turbulent world, scholars are discarding traditional patterns of study for new approaches to data collection, analysis, and problem-solving.

Promoting Peaceful Revolution

Most new and developing nations face a difficult challenge: how to bring about much-needed social change without causing political chaos. Political stability is required for sustained economic and social development, but necessary social reforms may intensify conflicts between groups and undermine political institutions. It becomes necessary, therefore, somehow to develop political institutions that can withstand or even introduce necessary reforms without themselves being destroyed, and to promote patterns of social change compatible with necessary institutions.

At Harvard University's Center for International Affairs about fifteen scholars from Harvard and several other institutions are trying to determine how and under what conditions these two requirements can be brought about. Under the leadership of Samuel P. Huntington, professor of government at Harvard, and with Carnegie support, they are carrying out a four-year program of studies on the interaction between various forms of government and forces of social change. The emphasis is on types of interaction among political, social, and economic variables, and the studies cover a variety of cultures, countries, and eras. They are built around such ques-

tions as to what extent reform can substitute for (or provoke) revolution, and what impact social diversification has on a one-party system.

One change associated with developing nations is the entry of new social groups into the nation's political life. As this occurs, those who have been the political elite react to the challenge and the patterns of political organization change. Growth in political participation is an eighteenth and nineteenth as well as a twentieth century phenomenon. Myron Weiner, professor of political science at Massachusetts Institute of Technology, believes that a study of patterns of political participation and organization in Europe—especially in eastern Europe—can help us understand what is going on in today's developing nations. He is examining how social theorists analyzed these patterns in the nineteenth and early twentieth centuries as well as what students of developing nations have to say on the subject today, and comparing these observations with our historical knowledge of how European political systems actually evolved. Carnegie is providing part of the financial support for this application of historical analysis to present-day political realities.

When political chaos does occur within a developing nation, the larger world is likely to feel the tremors. Often the country becomes a battleground for stronger nations who, by supporting opposed factions, may prolong the strife and risk enlarging it to international proportions. Existing international law, primarily concerned with relations between and among sovereign states, does not adequately regulate the participation of outside states in civil wars, nor does it adequately define civil war.

A panel of legal experts of the American Society of International Law is working to clarify what contemporary role, if any, international law can play in regulating internal strife. It is commissioning a series of studies of actual civil wars (for example, the American and the Congolese) each of which will analyze how laws of war were applied; how much and in what way outside powers intervened; whether and how international organizations were involved; and what role law played in terminating the war and establishing a viable domestic order. From these studies the panel will form some conclusions on what actual and potential relevance international law has to handling present and future civil wars.

Political allies who speak a common language may not always recognize and understand each other's actions and attitudes in the arena of international affairs. For example, England and the United States share many goals in their relations with the developing nations of Africa and South

America—the encouragement of democratic institutions would be one—but their economic and cultural ties with these areas, which grow out of different historical involvements, differ in many respects and can lead to policies that seem diverse. From one side of the Atlantic it is often difficult to comprehend fully thinking on the other side, even when ultimate objectives are similar.

One solution is to provide opportunities to ask questions and exchange views, and this is what Carnegie—under a grant to the Johns Hopkins University—and the Ariel Foundation of England had in mind in sponsoring an Anglo-American parliamentary conference on Africa, held in the United States in 1965. Participants found this conference so valuable that another was organized in England last spring under the same sponsorship, attended by eleven U.S. Senators and Representatives and a similar number of British Members of Parliament. The discussions at this second conference were broadened to cover policies toward Latin America as well as Africa.

Education and Development

Help in setting up and improving educational systems at all levels may be one of the most valuable forms of aid developing countries can receive. But in transporting educational methods from developed to less-developed areas allowances must be made for local variables. One of these may be fundamental: children may actually learn differently in different societies. A group of social anthropologists and psychologists concerned that present theories of learning are based almost entirely on experiments with white children raised in industrialized nations have recently formed the International Child Development Committee to study whether and to what extent differences in learning and other aspects of development do exist.

Eventually the Committee hopes to encourage creation of locally staffed research centers around the world that might conduct coordinated studies of the relationships among social structure, child-rearing patterns, and the development of learning skills and styles. Under a Carnegie grant it is now sponsoring two projects to test the feasibility of this plan. Roy D'Andrade of Stanford University, now at the Institute of Education at Ahmadu Bello University in Zaria, Northern Nigeria, and Robert L. and Ruth H. Munroe of Pitzer College, in association with the East African colleges of Makerere and Nairobi, are developing child study materials, conducting their own

research on these questions, and exploring the possibility of setting up permanent research centers at these colleges' institutes of education. In addition to increasing what we know about learning in general and about social structures in developing nations, these projects reinforce support given by Carnegie's Commonwealth Program to institutes of education in African universities, especially their growing research role.

The Comparative Education Center at the University of Chicago is studying two important aspects of the role that education plays in the economic, social, and political growth of developing nations. Philip Foster, a sociologist who under an earlier Carnegie grant examined the structure and social role of secondary education in Ghana and the Ivory Coast, is now studying a few Nigerian communities in detail to answer such questions as who goes to school, who finishes, which graduates go on to the university, and what roles graduates play in the community and in the nation.

Many talented young people from developing countries who do finish secondary school come to the United States to continue their studies. A dismaying percentage of these students never return to their homelands. When this is the case, the student has gained an education but his native country has lost the contribution he could have made had he stayed at home. This situation raises some important policy questions for the developing nations themselves as well as for governments and private agencies that provide funds for educating these students abroad. Robert Myers of Chicago's Comparative Education Center is studying existing data on foreign students to determine what relationships exist among the students' personal characteristics and characteristics of their countries (for example, stage of economic development) and their intention of returning. He will also examine in detail the attitudes and intentions of students from one country: Peru. His study may show whether it will eventually be possible for those establishing scholarship and administrative policies to predict, for various groupings of students, how likely they are to return to work in their native lands.

Scaling the Great Wall

If it is true that the pessimists are studying Chinese, so are some optimists—those who believe that Mainland China may gradually soften her closed-door policies toward Americans and ease restrictions on travel and exchange. With the recent removal of U.S. governmental restrictions for

certain classes of travelers, the decision to admit Americans now rests with the Chinese.

There is little doubt that among the first Americans to pack for Peking will be scientists and scholars. In fact, there is already some communication and exchange of publications between Chinese and American scientists. To further this exchange, the National Academy of Sciences, together with the Social Science Research Council and the American Council of Learned Societies, has formed a Committee on Scholarly Communication with Mainland China. Under the chairmanship of Alan T. Waterman, former director of the National Science Foundation, the Committee will explore what can be done to improve communication with Chinese scientists and other scholars. With the Edward W. Hazen Foundation, Carnegie is providing funds to support the work of this committee.

The Corporation renewed its support this year of another organization designed to help scholars of contemporary Mainland China—the Universities Service Center in Hong Kong. Organized by Education and World Affairs in 1963, the center is used by scholars from America and a few other countries who come to the Crown Colony because it is now the most important base in the world for research on Mainland China. The center provides working space and a reference library, arranges for introductions to members of the Hong Kong scholarly community and other key persons, and orients the scholar to resources available in Hong Kong and research already in progress there.

On a map colored according to political ideology Mainland China shares the “communist world” with sixteen other nations. Yet the more we learn about contemporary China the more we see that she is quite different from these other nations in many respects—and they are quite different from each other. What, then, does communism consist of? To deepen understanding of this major political phenomenon, scholars are turning more and more to comparative studies—studies comparing communist nations with noncommunist nations and with each other. As yet, however, this is a new and not much-explored approach, and one that presents complicated organizational and training problems. Under a Carnegie grant, the American Council of Learned Societies brought together a small group of interested scholars this year to discuss the purposes and goals of comparative communist studies and to attack some of the practical questions of methodology, data availability, language training requirements, and so on involved in blocking out this new field of study.

The Commonwealth Program

Teachers: The Great Need

An educational system can function without up-to-date schoolhouses, fine playgrounds, or modern teaching aids; students can be taught in the absence of almost all the accouterments of learning. There is, however, one *sine qua non* of education, and that is the teacher. The teacher becomes especially important in developing nations, where the teaching task may be broader and more difficult than in more developed areas. It is of course exactly in these nations where well-trained teachers are likely to be in scarce supply.

In the last few years the Commonwealth Program of Carnegie Corporation has made a substantial number of grants to university-based institutes of education in Africa with the over-all purpose of promoting teacher education. The impact of these grants has been greatly reinforced by the work of a cooperative and coordinating program with the same goal: the Afro-Anglo-American Program in Teacher Education, founded with Carnegie aid in 1960. The AAA program arranges staff exchanges among African universities, Teachers College of Columbia University, and the University of London Institute of Education, and administers graduate fellowships, research grants, and annual conferences for educators and members of ministries of education.

Over the years the AAA program has changed considerably. The number of African institutions participating has risen from five to fourteen. In 1960 the persons representing these institutions and the national ministries of education concerned were all “Europeans”; now many are African—and the proportion of Africans grows every year. Six years ago the education of secondary school teachers in African universities was wholly a matter of graduate education; recently many of these institutions have introduced undergraduate degree programs for prospective secondary school teachers

and, backed by national policies designed to build up the educational system, have succeeded in interesting more and more students in becoming teachers. In addition, they have become concerned about the training of primary school teachers, which is the responsibility of the teacher-training colleges, and have worked to improve the quality of education provided by these colleges as well as the competency of primary level teachers already in the schools. The university-based institutes of education are now providing a valuable coordination service in their countries, tying together the efforts of various agencies to strengthen teacher preparation programs, develop in-service education for teachers at all levels, and conduct research and experiments designed to improve the national system of education.

A special study of in-service education practices in Tropical Africa will be a leading feature of the AAA program for the next three years, which has received a third Carnegie grant. This study should result in recommendations on new approaches to a crucial educational problem: how to move rapidly to improve the professional qualifications of primary school teachers in this part of Africa.

Coordinating Educational Aid and Development

Another coordinating agency playing an important role in Africa's educational development is the Overseas Liaison Committee (formerly, the Africa Liaison Committee) of the American Council on Education. Established with Carnegie aid in 1959, the Committee received a further three years support this year. Its members are present or past university presidents and senior academic persons familiar with the educational problems of developing countries. The Committee has been primarily concerned with the impact of American aid on African institutions and the policies that guide the decisions of cooperating institutions in the United States. It studies and advises on organizational questions facing individual institutions and national educational systems and problems of priority and strategy facing the various aid-giving agencies. It also encourages coordination of American, British, and Canadian assistance efforts, and has significantly influenced the formation of U.S. governmental approaches to aiding African education.

The OLC works closely with the Inter-University Council for Higher Education Overseas, London, which holds biennial meetings in England of heads of universities in developing Commonwealth countries. Twenty-six such universities—some well established, some less than five years old—took

part in the 1965 meeting. At this meeting the OLC proposed to participants that—in view of the increasing American role in the development of their institutions as well as of the pressing nature of the questions they face—they convene again the following year in the United States.

In sponsoring this 1966 conference, for which the Corporation provided funds, the Committee was acting in a new, expanded role. Its cooperative approach to assisting African nations with problems of educational policy and development and in obtaining necessary aid had proved so successful that the next logical step seemed to be to extend this approach to other developing areas. (The Committee's new name reflects the broadening of its activities.) The U.S. conference, held last September at Lake Mohonk, New York, was attended by twenty-five major officers of university institutions in developing nations (seven officers from outside Africa) as well as officials of universities and private and government agencies from the U.K., Canada, New Zealand, and the U.S. Participants discussed such questions of mutual interest as the relation of higher education to other levels of education, manpower needs, and how to recruit university staff in developing countries.

In addition to sponsoring the Lake Mohonk conference, the Committee has already taken other actions in keeping with its new role. It has undertaken to assist the new University of Guyana, and it is likely to play a similar part in connection with the proposed University of the South Pacific in Fiji. A grant to aid in the planning for this new institution was made by the Corporation this year to the Inter-University Council.

An Experiment in Professional Education

Face to face with the problem of supplying professionals in many fields, the newly independent countries of Africa have two choices: they can continue to send their students abroad for their training (hoping that they will return when they finish), or they can set up the institutions necessary to provide this training at home. The first course might well seem the easier: Africans have been accustomed to studying in faraway centers like London and New York, and the quality of the training they receive abroad is universally recognized. The alternative course, however, has its own advantages, especially in certain specialized fields, as shown by an experiment in professional education in Nigeria which received renewed aid this year.

With the approach of independence, Nigeria became aware of a pressing need for highly trained librarians; there was, however, no institution in

West Africa equipped to produce them. In 1957, with Carnegie funds, an Institute of Librarianship was founded at the University of Ibadan, even though at this time many felt that senior librarians should be educated abroad and only library workers trained in Africa. During its early years the Institute grew slowly—but continuously. In 1963 it took a significant step by offering a new syllabus, one no longer determined by the requirements of the British Library Association but designed to emphasize the specific librarianship needs of Nigeria—without lowering educational standards. Also, its staff began to conduct studies designed to develop standards for libraries of all types in Africa and to improve bibliographic materials and classification schemes. By the end of the 1965–66 academic year the Institute had produced sixty-nine qualified librarians; these grad-



uates were assured jobs because the demand for people with librarianship training in West Africa is still greater than the supply.

During 1966 the Institute was integrated into the University's Faculty of Education. This move marked recognition of the fact that from a small, experimental beginning the Institute had become an established institution considered a national asset to Nigeria, a training center of potential importance for other West African countries, and a model for other areas.

Studies for Adults

Many Africans in rapidly developing nations find themselves in positions of responsibility for which their education and training have not adequately prepared them. Ministries of education in these nations are becoming increasingly aware of the need to provide additional education for civil servants, businessmen, and teachers. However, outside aid still plays an important role by supporting existing adult education programs during

transitional periods until government agencies are able to carry a major share of the burden.

A case in point is the Institute of Adult Studies at University College in Nairobi, which received a grant this year to keep it in operation until Kenya's Ministry of Education can realize its intention to assume full responsibility for support of adult education in Kenya. The Institute is the result of the integration of two programs supported by previous Corporation grants: the College of Social Studies in Kikuyu, a formerly independent residential center giving courses in government service, industry, and teaching, and the extra-mural department of University College, which offers public affairs and liberal arts courses at a number of centers throughout Kenya. In addition to offering courses, the staff of the Institute will explore the use of teaching aids (for example, television, correspondence courses for credit), and provide training facilities for adult educators throughout the country. The Institute is working closely with the newly established Board of Adult Education, under the chairmanship of Kenya's assistant minister for education. Like many Americans, adults in Kenya seem to find education habit-forming; the director of the extra-mural department reports: "The more courses we offer, the more we find that people are hungry to learn."

The Corporation's travel grant program was continued during 1965-66. A list of the fifty-three travel grantees for the year, showing their positions and reasons for travel, appears on pages 90-92.

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From the Corporation's Journal

DEVEREUX C. JOSEPHS retired from the board on March twenty-fourth. For almost thirty years, the officers and trustees of Carnegie Corporation benefited immeasurably from his penetrating and astute judgment. His unfailing insight into the heart of problems—not their obvious and superficial features, the practical capacity to deal with them vigorously, and above all his farseeing judgment to identify the issues that count most added up to a special kind of value to the Corporation that will be greatly missed.

Mr. Josephs first became associated with the Corporation in 1939 when, as financial vice president of Teachers Insurance and Annuity Association, he headed the joint investment office maintained by TIAA, Carnegie Corporation, and three other Carnegie trusts. He became president of TIAA in 1943. He was elected a trustee of Carnegie Corporation and a member of its finance committee in November 1944.

Following the death in office of Walter A. Jessup in the summer of 1944, a committee of the board instituted a nationwide search for a new president—and found the best man close to home. Mr. Josephs was appointed president and took office on June 1, 1945. He reorganized the Corporation staff and program in the years immediately following World War II and then left the presidency in March 1948 to become president of New York Life Insurance Company.

The board immediately elected him a trustee and a member of the finance committee. For the next eighteen years Mr. Josephs was a member of every important committee of the board and an informal consultant to the Corporation's president on many issues. He was chairman of the executive committee from 1955 to 1959 and of the finance committee from 1958 to 1966.

Mr. Josephs reached the statutory retirement age for Corporation trustees during the past year, and his colleagues on the board and on the staff were obliged to accept his departure from the board.

The Corporation also lost the services of another distinguished trustee when Charles A. Thomas requested that he not be reelected at the expiration of his third term on the board. Mr. Thomas started his career as a chemist and later became successively president and chairman of the board of Monsanto Company. His experience as a scientist and in international business has added an important dimension to the deliberations of the board since 1951. He too will be greatly missed.

Two new trustees were elected during the year to terms ending at the close of the annual meeting of 1970. Louis W. Cabot, president and a director of Cabot Corporation, was elected at a meeting of the board on March 17, 1966. Mr. Cabot is a graduate of Harvard College and the Harvard Graduate School of Business Administration. He was chief of the U.S. delegation to the Fifteenth Plenary Session of the United Nations and is a member of the steering committee of the Business Ethics Council of the U.S. Department of Commerce. Mr. Cabot is a member of the governing boards of several educational and civic organizations including Massachusetts Institute of Technology, the Museum of Science in Boston, and the Brookings Institution.

Harding F. Bancroft was elected to the board at the meeting on May 19, 1966. Mr. Bancroft, a graduate of Williams College and the Law School of Harvard University, is executive vice president of The New York Times. He has served with the U.S. Department of State as director of the Office of United Nations Political and Security Affairs and as deputy U.S. representative on the U.N. Collective Measures Committee. From 1953 to 1956, prior to joining The New York Times, he was legal adviser to the International Labor Office, Geneva, Switzerland. Mr. Bancroft has a continuing interest in international activities as a member of the Council on Foreign Relations; the Advisory Committee, International Organizations (U.S. Department of State); and the international council of the Museum of Modern Art.

At the annual meeting on November 16, 1965, David A. Shepard was reelected to the board for a five-year term ending with the close of the annual meeting of 1970. Morris Hadley, chairman of the board since 1955, was reelected to this office.

In recognition of her increased responsibilities for program activities, Margaret E. Mahoney, associate secretary of the Corporation, was given the additional title of executive associate. Miss Mahoney has been a member of the Corporation's executive staff since 1953.

E. Alden Dunham, formerly director of admission at Princeton University, joined the Corporation as an executive associate on September first. He has a B.A. from Princeton, a M.A.T. from Harvard, and an Ed.D. from Columbia University. Between 1958 and 1962, Mr. Dunham was an assistant to James B. Conant in his studies of American public education.

John J. Corson has been appointed a senior consultant to the Corporation. Mr. Corson received the B.S., M.S., and Ph.D. degrees from the University of Virginia and has had broad experience in college teaching, publishing, government service, and as a management consultant. For the past four years he has been professor of public and international affairs at Princeton University.

Arthur L. Singer, Jr., has been named president of Educational Services Incorporated. Mr. Singer, an executive associate since 1963, will continue with the Corporation on a part-time basis until the end of the calendar year. He has had responsibility for many of the Corporation's grants during the past three years, and his experience and wisdom will be missed.

Joseph Farrell, who came to the Corporation as an executive assistant in June 1965, has resigned to join the Associated Councils of the Arts, New York. Mr. Farrell is an executive associate with ACA.

Nancy B. Ferguson resigned during the summer. Mrs. Ferguson had served as an editorial, a research, and an administrative assistant during her nine years with the Corporation. Her versatility and clear thinking are missed.

The following trustees served on the executive committee throughout the year: Frederick Sheffield, chairman; Fredrick M. Eaton; Morris Hadley; Caryl P. Haskins; Alan Pifer; and Charles M. Spofford. Devereux C. Josephs was a member of the committee until his retirement, and David A. Shepard was elected on May nineteenth to fill this vacancy.

The finance committee at the beginning of the year consisted of Mr. Josephs, chairman; Amyas Ames; Mr. Eaton; Mr. Hadley; Malcolm A. MacIntyre; Mr. Pifer; and Walter B. Wriston. Mr. Ames was elected chairman of the committee on March tenth.

The board of trustees held meetings on November 16, 1965, and January 20, March 17, and May 19, 1966.

The executive committee met on October 20 and December 15, 1965, and February 16, April 20, June 15, and September 21, 1966.

The finance committee met on December 9, 1965, and March 10, June 8, and September 30, 1966.

The Secretary's Report

During the year ended September 30, 1966, the trustees appropriated \$13,338,700. This figure includes \$861,000 for the program in the Commonwealth. The total amount expended was the largest in many years. The Corporation made fifty-two grants to schools, colleges, and universities, and thirty-nine to other organizations. In addition, nine appropriations were made for travel grants and other programs administered by the officers.

Over 1,400 specific requests for funds were received, as well as numerous inquiries for information by mail, telephone, and in person. Of the requests that were declined, many were for buildings, individual scholarships and grants-in-aid, publication subsidies, general support of educational institutions, and other kinds of assistance that the Corporation, as a matter of established policy, does not provide. Nearly half of the requests, however, were for carefully planned projects of real merit which might have received support had the competition been less severe.

The list of recipients of grants, beginning on page 74, includes institutions and organizations to which funds were appropriated during 1965–66. The amounts of new grants are shown against a blue background in the first column. The list also includes recipients of grants voted in prior years on which payments were scheduled in 1965–66.

Any balance remaining after a project has been completed is normally returned to the Corporation. These refunds and any previous commitments written off during the year are added to the income available for appropriation and listed as Adjustment of Appropriations on pages 87 and 89.

Since many grants are expendable over a period of years, there are about 350 Carnegie-supported programs or projects in operation at any given time. The secretary's office is responsible for securing annual reports and financial statements on all of these grants.

During 1965–66 an unusually large number of interesting books reporting the results of projects financed wholly or in part by Carnegie grants were

published by commercial and university presses. The Corporation does not itself publish the findings of studies that it has supported.

Reflecting the major areas of the Corporation's program, most of the approximately sixty books fall into one of three groups: studies of the American educational scene; studies of government and of national problems; and studies of developing countries. Some of the titles are listed here.

For the first category, we have selected:

The College of Agriculture: Science in the Public Service, by Charles E. Kellogg and David C. Knapp (McGraw-Hill Book Company—Carnegie Series in American Education).

The Superior Student in American Higher Education, edited by Joseph W. Cohen (McGraw-Hill Book Company—Carnegie Series in American Education).

The Reforming of General Education: The Columbia College Experience in its National Setting, by Daniel Bell (Columbia University Press).

Catholic Schools in Action: The Notre Dame Study of Catholic Elementary and Secondary Schools in the United States, edited by Reginald A. Neuwien (University of Notre Dame Press).

The Education of Catholic Americans, by Andrew M. Greeley and Peter H. Rossi (Aldine Publishing Company).

Volunteers for Learning: A Study of the Educational Pursuits of American Adults, by John W. C. Johnstone and Ramon J. Rivera (Aldine Publishing Company).

For the second category:

The Assistant Secretaries: Problems and Processes of Appointment, by Dean E. Mann, with Jameson W. Doig (Brookings Institution).

Men Near the Top: Filling Key Posts in the Federal Service, by John J. Corson and R. Shale Paul (Johns Hopkins Press).

The Things That Are Caesar's, by Milton Katz (Alfred A. Knopf).

The Negro American, edited by Talcott Parsons and Kenneth B. Clark (Houghton Mifflin Company).

For the third category:

The Quality of Education in Developing Countries, by C. E. Beeby (Harvard University Press).

Planning for Education in Pakistan: A Personal Case Study, by Adam Curle (Harvard University Press).

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The Politics of Modernization, by David E. Apter (University of Chicago Press).
Education and Social Change in Ghana, by Philip Foster (University of Chicago Press).
Aspects of Political Development, by Lucian W. Pye (Little, Brown and Company).

Other books which do not fit into any of the above groups will be of interest to many readers:

The World Since 1500: A Global History, by L. S. Stavrianos (Prentice-Hall, Inc.).
Twelve Doors to Japan, by John Whitney Hall and Richard K. Beardsley (McGraw-Hill Book Company).
Toward a Theory of Instruction, by Jerome S. Bruner (Belknap Press of Harvard University Press).
Explorer of the Universe: A Biography of George Ellery Hale, by Helen Wright (E. P. Dutton & Co., Inc.).
The Voice of the Phoenix: Postwar Architecture in Germany, by John Burchard (M.I.T. Press).

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

Appropriations and Payments

During the Year Ended September 30, 1966

This schedule shows all payments made during the fiscal year 1965-66 from appropriations of that year and preceding years. Amounts in the first column marked thus (*) are allocations from funds made available in previous years.

United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
American Academy of Arts and Sciences Studies of important national problems (X3038)		\$50,000	\$50,000	
American Association for the Advance- ment of Science Preparation of a book on educational experimentation (X3143)	\$35,000		35,000	
American Council on Education To facilitate reorganization and strengthen the new program (B3085) Support of Overseas Liaison Committee (X3172) (see also page 88)	220,000	100,000	100,000 7,000	\$213,000
American Council of Learned Societies General support and fellowships (B3038) Conference on the status and prospects of comparative communist studies (X3122)	5,500	100,000	100,000 5,500	
American Society of International Law Studies of international law and civil wars (X3170)	54,500		27,000	27,500
American Society for Public Administra- tion Review of the problems of education for public administration (X3122)	15,000		15,000	
Antioch College Study of liberal arts colleges (B3213)		133,000	67,000	66,000
Associated Universities, Inc. Study of the feasibility of using the U. S. Pavilion, World's Fair, for edu- cational and research purposes (X3122)	12,500		12,500	
Association of American Colleges Administrative expenses (X3082)		40,000	40,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965–66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965–66</i>	<i>Unpaid Balance Carried Forward</i>
Association of American Law Schools Special projects (B3168)		\$90,000	\$30,000	\$60,000
Association of American Medical Colleges To stimulate research and experimen- tation in medical education (B3087)		60,000	60,000	
Association of American Universities Expenses of meeting with United Kingdom and other Commonwealth vice-chancellors (X2978)		31,000	31,000	
Association of the Bar of the City of New York Completion of a study of modern surveillance technology (X3122)	\$7,500		2,500	5,000
Association of Governing Boards of Universities and Colleges Administrative expenses (B3187)		15,000	15,000	
Bank Street College of Education Support of Educational Resources Center (X3056)		200,000	100,000	100,000
Beloit College Curriculum planning and experimen- tation (X3028)		17,000	17,000	
Bennett College Support of Saturday School and ad- vanced study for faculty (B3163, X3040)		30,000	30,000	
Boston University Support of Center for the Study of Liberal Education for Adults (B3203)		60,000	30,000	30,000
Bowdoin College Support of Senior Center program (X3003)		33,000	33,000	
Brandeis University Preparation of report on precollege summer programs at Brandeis and other institutions (X3122)	5,700 *		5,700	
Brookings Institution Research on economics of education (B3180)		105,000		105,000
Study of role of education in political development in Latin America ((B3218)		85,000	85,000	
Support of the Conference on the Public Service (B3144)		18,750	18,750	
White House Fellowship Program (X3141, X3171)	180,000		180,000	
Brooklyn Institute of Arts and Sciences Long-range planning study (X3136)	38,000		38,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Brown University				
Postdoctoral fellowships in the humani- ties (B3191)		\$48,000	\$32,000	\$16,000
Study of Rhode Island constitutional convention (X3122)	\$15,000		15,000	
Bucknell University				
Curriculum experimentation (X3096)		35,000	35,000	
California Institute of Technology				
Research on information processing in living nervous systems (B3232)		55,000	55,000	
California, University of, Berkeley				
Research on creativity and self- teaching devices (B3212)		80,000	40,000	40,000
Research on higher education (B3017)		25,000	25,000	
Research on political and social devel- opment (X3019)		35,000	10,000	25,000
Study of junior colleges (B3214)		57,000	57,000	
California, University of, Los Angeles				
Research on learning and thought processes (X3134)	100,000		50,000	50,000
Study of American citizens of Japanese origin (X3139)	41,000		41,000	
Carnegie Endowment for International Peace				
Visiting research scholars (X3084)		75,000	25,000	50,000
Carnegie Institute of Technology				
To improve the teaching of American history in Negro colleges (X3122)	13,500 *		13,500	
Program in history in cooperation with Negro colleges (B3276)	477,000		175,000	302,000
Carnegie Institution of Washington				
Fellowships for advanced study at National Physical Laboratory (England) (B3070)		15,000	15,000	
Fellowships in the natural sciences (X2943, B3206)		80,000	80,000	
Center for Advanced Study in the Be- havioral Sciences				
Support (B3262)	500,000		50,000	450,000
Chicago, University of				
Experiment in teaching reading and writing of English to people of other cultures (B3104)		50,000	50,000	
Training of reading consultants (B3151)		28,500	28,500	
Support of program of Committee for Comparative Study of New Nations (X3067)		160,000	40,000	120,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Chicago University of (<i>continued</i>)				
Training of university extension administrators (B3240)		\$75,000	\$25,000	\$50,000
Research on education and develop- ment (X3151)	\$25,650		25,650	
Research and writing in sociology (X3159)	28,875			28,875
Citizens Conference on State Legislatures				
Research and education on state legislatures (X3098)		75,000	37,500	37,500
Citizens' Research Foundation				
Studies in political finance (X3004)		17,700	17,700	
Claremont Graduate School and Univer- sity Center				
Support of Center for Continuing Education (X3138)	30,000		10,000	20,000
College Entrance Examination Board				
National system of college level exami- nations (B3273)	1,500,000		269,000	1,231,000
Columbia University				
Study of patterns of social and economic development (X3106)		28,600	28,600	
Chinese language program for high schools (X3163)	64,000		32,000	32,000
Committee for Economic Development				
Program on improvement of govern- mental management (X2989)		279,000	100,000	179,000
Committee on Institutional Cooperation				
Special projects (X2975)		10,000	10,000	
Cornell College				
Curriculum planning and experimen- tation (X3027)		15,000	15,000	
Cornell University				
Research and graduate training on China and Southeast Asia (B3089)		90,000	90,000	
Conference on the future of the modern university (X3122)	6,000		6,000	
Council for the Advancement of Science Writing, Inc.				
On-the-job training program for science reporters (X3128)	45,000		45,000	
Council for Philosophical Studies				
Administrative expenses and a summer institute (B3237)		181,000	145,000	36,000
Council for Public Schools, Inc.				
Administrative expenses of a coopera- tive program between Boston and suburban schools (B3285)	126,700		65,000	61,700

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Dartmouth College New doctoral program in mathematics (B3088)		\$38,000		\$38,000
Denver, University of Interuniversity program in interna- tional relations (X3005)		48,000	\$16,000	32,000
Experiment with nonclassroom tele- vision instruction (X3147)	\$60,000		60,000	
Dillard University To strengthen the faculty and the remedial program (B3163, X3041)		50,000	50,000	
Editorial Projects for Education News digest for administrators in higher education (X3094)		60,000	60,000	
Education Commission of the States Organizing expenses and initial sup- port (B3260)	175,000		100,000	75,000
Education and World Affairs General support (B3064)		200,000	100,000	100,000
Support of Universities Service Center in Hong Kong (B3135, X3126)	208,000	55,000	179,000	84,000
Support of Overseas Educational Service (B3254)		200,000	100,000	100,000
Educational Services Incorporated Studio facility to produce films and video tapes for training teachers (B3263)	280,000		140,000	140,000
Development of a social studies cur- riculum on the junior high school level (B3264)	350,000		350,000	
U. S. participation in an Anglo- American conference on mathe- matics curricula (X3122)	13,000		13,000	
Educational Testing Service Studies of American education and related matters (B3241)		87,000	87,000	
Development of assessment and in- structional materials for young children (B3275)	300,000		167,300	132,700
Evanston Township High School Chinese and Japanese language program (X3088)		19,000	19,000	
Florida Agricultural and Mechanical University Advanced study for faculty (X3031)		30,000	30,000	
Friends Neighborhood Guild Supplementary education and coun- seling program for disadvantaged high school youth (X3101)		87,000	43,000	44,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
George Peabody College for Teachers Research and training in school- related learning (X3013)		\$178,000	\$70,000	\$108,000
Georgia, University of Development of the graduate pro- gram in art (X3145)	\$300,000		40,000	260,000
Great Lakes College Association Faculty projects and seminars in the arts and humanities (X3157)	180,000		60,000	120,000
Hampton Institute To strengthen the faculty and the remedial program (B3163, X3042)		50,000	50,000	
Harvard University Research on history of liberty in America (X2966)		80,000	40,000	40,000
Research on motivation for achieve- ment (B3205)		23,500	23,500	
Studies of higher education (X3033)		30,000	15,000	15,000
Development of new high school physics course (X3058)		82,000	82,000	
Study of the industrial system (X3070)		14,000	7,000	7,000
Research on thought processes (B3233)		200,000	50,000	150,000
Research on child development in Africa (X3133)	166,000		166,000	
Studies of political systems in relation to social change (X3148)	250,000		65,000	185,000
Research project on the teaching of English (X3122)	15,000		15,000	
Illinois, University of Graduate program in philosophy at the Chicago campus (X3124)	150,000		80,000	70,000
Experimental preschool reading pro- gram (X3158)	175,000		30,000	145,000
Program in preschool education (X3167)	142,000		62,000	80,000
Indiana University International survey of educational de- velopment and planning (X3007)		32,500	32,500	
Study of role of the United Nations in political development (X3006)		24,000	24,000	
Development of the graduate program in art (B3288)	300,000		100,000	200,000
Institute for Services to Education Support (B3286)	500,000		150,000	350,000
Iowa, University of Experimental program of continuing education for engineers (X3002)		55,000	55,000	
Johns Hopkins University Study of relations between science and politics (X3091)		8,000	8,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Johns Hopkins University (<i>continued</i>)				
Research on simulation as a method of instruction (X3105)		\$134,667	\$67,333	\$67,334
Conference on British and American policies toward Africa (X3122)	\$12,825		12,825	
Kansas, University of				
Faculty exchange with the University of Costa Rica (B3080)		20,000	20,000	
To organize small "colleges" for freshmen and sophomores (X3169)	288,000		33,050	254,950
Knoxville College				
To improve the educational program (B3163, X3029)		50,000	50,000	
Massachusetts General Hospital				
Study group on the role of the behavioral sciences in medical education (X3166)	39,300		39,300	
Massachusetts Institute of Technology				
Research and writing on architectural history (X3032)		10,000	10,000	
Expansion of the humanities program (B3252)		173,000	86,500	86,500
Historical studies of political participation (X3122)	10,800 * } 4,200 }		15,000	
Michigan, University of				
Research on conflict resolution (X2982)		20,000	20,000	
Support of Center for the Study of Higher Education (B3108)		120,000	70,000	50,000
Scholarships in a program of leadership training for vocational education (B3239)		12,000	12,000	
Study of voting behavior conducted by the Survey Research Center (X3131)	45,000		45,000	
Milwaukee Vocational and Adult Schools				
Experiment in teaching mathematics for engineering technicians (X3063)		50,000	50,000	
Minnesota, University of				
Support of Minnesota Center for Philosophy of Science (X3168)	204,000		68,000	136,000
National Academy of Education				
Support (B3261)	52,500		17,500	35,000
National Academy of Sciences—National Research Council				
Study of the development and utilization of talent (B3167)		75,000	75,000	
Support of Committee on Scholarly Communication with Mainland China (X3155)	125,000		62,500	62,500

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
National Archives Trust Fund John F. Kennedy Library oral history project (X3077)		\$195,000	\$65,000	\$130,000
National Association for the Advance- ment of Colored People To strengthen the education staff of the national headquarters (X3122)	\$15,000		15,000	
National Association of Secondary- School Principals Teacher induction programs in three city school systems (B3226)		190,000	106,000	84,000
National Bureau of Economic Research Research on the economics of educa- tion (B3265)	250,000		80,000	170,000
National Council for the Advancement of Education Writing Administrative expenses and special projects (X3095)		47,500	23,250	24,250
National Council of Teachers of English Anglo-American seminar on the teach- ing of English (X3137)	150,000		150,000	
National Education Association Newsletter on teaching the academi- cally talented (X3164)	60,000		7,000	53,000
National Institute of Public Affairs Study of college and university English departments (X3122)	15,000		15,000	
National Opinion Research Center Study of Catholic colleges and universi- ties (X3122)	15,000		15,000	
National Scholarship Service and Fund for Negro Students Expansion of counseling and referral service with particular reference to summer institutes (B3268)	150,000		50,000	100,000
National Urban League Program of educational motivation and guidance for Negro youth (B3091)		43,000	43,000	
Graduate fellowship program (B3216)		200,000	100,000	100,000
New York Medical College Research on learning problems of pre- school children from urban slums (B3196) (final payment was made to New York University)		50,000	50,000	
New York University Research on remedial reading at the Medical Center (X3140)	77,000		40,000	37,000
Interinstitutional program of profes- sional education for women (X3152)	213,000		73,700	139,300

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965–66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965–66</i>	<i>Unpaid Balance Carried Forward</i>
New York, University of the State of Program of independent study of neglected languages (B3279)	\$167,750		\$37,750	\$130,000
Newberry Library Research seminars in collaboration with the Associated Colleges of the Midwest (B3202)		\$180,600	60,200	120,400
North Carolina State Board of Education Establishment of North Carolina Advancement School (B3166)		100,000	100,000	
North Carolina, University of Incentive graduate fellowships (B3141)		36,000	24,000	12,000
Northwestern University Research and training in international relations (B3137)		50,000	25,000	25,000
Research on intercultural relations (B3077)		50,000	50,000	
Development and evaluation of new program for teacher education (X3057, X3160)	171,600	30,500	30,500	171,600
Pacific Science Center Foundation Establishment of a regional learning center in mathematics (B3222)		76,000	50,000	26,000
Phillips Academy, Andover Program in teaching visual perception (B3210)		65,000	48,000	17,000
Pittsburgh, University of Fellowships for mature women in the graduate library school (X3035)		10,000	10,000	
Fellowships for mature women in the Graduate School of Public and International Affairs (B3287)	230,000		46,000	184,000
Polytechnic Institute of Brooklyn Interdisciplinary courses for social science majors (X3149)	70,600		36,300	34,300
Portland (Oregon) Public Schools Experimental program of in-service training of teachers (B3200)		94,000	94,000	
Princeton University Research on internal warfare (B3125)		40,000	20,000	20,000
Study of social and psychological factors in fertility by Office of Population Research (B3145)		47,500	25,000	22,500
National undergraduate program of overseas study of Arabic (X3069)		50,000	50,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Radcliffe College				
Fellowships at Radcliffe Institute for Independent Study (B3255)		\$100,000	\$25,000	\$75,000
Study of economic assistance programs (B3117)		22,000	22,000	
Rhode Island College				
Preparation of adjunct professors of elementary education (X3073)		87,600	57,500	30,100
Rockefeller University				
Study of the philosophical and social implications of science (B3280)	\$51,000		8,500	42,500
Rutgers—The State University				
Research on learning (B3169) (final payment was made to University of Pittsburgh)		69,000	69,000	
Seminars for state legislators con- ducted by the Eagleton Institute of Politics (B3266)	140,000		50,000	90,000
Planning a new college (B3267)	76,000		51,000	25,000
St. John's College				
Summer program for high school teachers (B3281)	161,400			161,400
San Francisco Art Institute				
Humanities program in the College (B3211)		42,000	24,000	18,000
San Francisco State College				
Chinese language program for second- ary schools (X3087)		25,000	25,000	
Sarah Lawrence College				
Support of Center for Continuing Education (B3176)		54,000	27,000	27,000
School District of Philadelphia				
Special services in a "magnet" school program (B3284)	350,000		350,000	
Seton Hall University				
Chinese and Japanese language pro- gram for secondary schools (X3086)		30,000	30,000	
Simmons College				
Training program in urban teaching for mature women (X3064)		36,000	36,000	
Social Science Research Council				
Administrative expenses (B3184)		210,000	70,000	140,000
Fellowships and grants-in-aid (B3185)		315,000	105,000	210,000
Research seminars and conferences on modern Chinese society (X3068)		70,000	20,000	50,000
Southern California, University of				
Chinese and Japanese language pro- gram for high schools (X3162)	75,000			75,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Southern Regional Education Board Support of Commission on Higher Educational Opportunity in the South (X3146)	\$300,000		\$60,000	\$240,000
Stanford University Automated laboratory for research on learning and teaching (B3123)		\$231,600	120,800	110,800
To strengthen the program in art (X3081)		106,500	50,000	56,500
State of New Jersey Governor's Conference on Education (X3122)	15,000		15,000	
Syracuse University Study of decision-making in large metropolitan school systems (B3179)		76,500	76,500	
Study of the administration of federal education programs (X3122)	6,950		6,950	
Teachers College, Columbia University Study of home economics education in colleges and universities (B3215)		100,000	100,000	
Research on the history of American education (B3227)		166,000		166,000
Curriculum study of the arts and hu- manities in New York City schools (X3122)	9,000		9,000	
Afro-Anglo-American Program in Teacher Education (B3290) (see also page 88)	100,000			100,000
Trinity College Program for disadvantaged students (X3130)	25,000		25,000	
Tuskegee Institute To strengthen the academic program (B3163, B3165)		150,000	100,000	50,000
United States Student Press Association Seminars on issues in higher education (X3129)	55,700		55,700	
Vanderbilt University Research and graduate training on the process of modernization in Latin America (B3090)		30,000	30,000	
Virginia Museum of Fine Arts Art program for Virginia colleges and universities (X3097)		14,610	10,195	4,415
Washington University Chinese and Japanese language pro- gram for secondary schools (X3009, X3161)	78,000	30,000	70,250	37,750

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965–66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965–66</i>	<i>Unpaid Balance Carried Forward</i>
Washington, University of To plan a national program to study medical education and medical service (X3165)	\$33,750		\$33,750	
Webster College Establishment of Webster Institute of Mathematics and Science (B3221)		\$200,000	70,000	\$130,000
Western Reserve University Program of philosophical studies with Case Institute of Technology (B3190) Study of collaborative activities and future relationship with Case Insti- tute of Technology (X3135)	200,000	120,500	72,900	47,600
Williams College Development of residential house plan (B3236)		104,000	26,000	78,000
Wisconsin, University of Experiment in broadening opportuni- ties for higher education (B3174) Research and training in history of tropical countries (X3083) Experimental program of graduate fellowships for women (X3127)	75,000	187,000 156,000	100,000 52,000	87,000 104,000
Women's Educational and Industrial Union Partnership teaching program (X3122)	15,000		15,000	
Xavier University (New Orleans) Speech improvement program (B3163, X3119)		37,000	18,500	18,500
Yale University Research on African attitudes and actions (X3008) Research on learning (X3014) Studies in the theory of international politics (X2983) Experimental five-year B.A. program (B3234) Pilot program of research to evaluate the Yale Summer High School (X3122) Research on patterns of control of pub- lic institutions of higher education (X3122) Support of Southern Teaching Pro- gram, Inc. (X3150) Summer program in cooperation with Harvard and Columbia Universities for potential graduate students from Negro colleges (B3277)	15,000 * 15,000 * 180,000	20,000 15,000 40,000 277,000	20,000 15,000 20,000 47,000 15,000 7,500 50,000	230,000 20,000 7,500 50,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
Studies and Programs Administered by the Officers				
Carnegie Commission on Educational Television (X3093, X3156)	\$245,000	\$250,000	\$275,142	\$219,858
Carnegie Study of the Education of Educators (B3278)	235,000		17,936	217,064
Committee on Assessing the Progress of Education (B3228, X3125)	70,400	42,545	105,955	6,990
Conference on the education and re- sponsibilities of American physicians (X3122)	15,000 *		12,735	2,265
Dissemination of results of Corpora- tion grants (X3020)		62,141	39,260	22,881
Distribution of American art teaching materials (B2954, X3174)	200,000	1,095	51,095	150,000
Fellowships and travel grants (B3082, X3060)		171,126	116,779	54,347
Research on preschool education (X3053)		6,250	4,250	2,000
Research and writing on curriculum innovations (X3122)	7,500		7,500	
Research and writing on school boards (X3142)	36,000		6,750	29,250
Research and writing on thought processes (X3053)		9,467	9,467	
Study of educational television pro- grams for preschool children (X3122)	15,000		15,000	
Study of role of universities in under- developed countries (B3030)		673	673	
Funds Made Available but Remaining Unallocated				
Discretionary Fund (X3179)	75,000	75,000	(a)	75,000
Conditional Grants (B3231, B3289)	100,000	257,500		357,500
TOTAL APPROPRIATED OR ALLOCATED	\$12,552,700			
Less: Allocated from funds voted in previous years as shown (*) above	75,000			
TOTALS: UNITED STATES	<u>\$12,477,700</u>	<u>\$10,551,424</u>	<u>\$11,273,995</u>	<u>\$11,755,129</u>

(a) \$75,000 allocated to individual institutions included in list.

Appropriations and Payments—United States

ADJUSTMENTS OF APPROPRIATIONS	<i>Refunds from grants made in previous years</i>	
	<i>1931–32 Scholarly Publication Funds (B903, B915)</i>	<i>\$3,164</i>
	<i>1953–54 National Research Council (B2707)</i>	<i>6,608</i>
	<i>1956–57 Louisville, University of (B2852)</i>	<i>326</i>
	<i>1959–60 Community Studies, Inc. (X2998)</i>	<i>28</i>
	<i>1960–61 California, University of (X2886)</i>	<i>2,626</i>
	<i>1960–61 Harvey Mudd College (X2891)</i>	<i>2,015</i>
	<i>1961–62 Social Science Research Council (B3069)</i>	<i>1,118</i>
	<i>1962–63 Association of American Universities (X2978)</i>	<i>4,664</i>
	<i>1962–63 Princeton University (X2965)</i>	<i>3,253</i>
	<i>1963–64 Harvard University (B3201)</i>	<i>2,681</i>
	<i>1964–65 American Association of Junior Colleges (X3053)</i>	<i>3,864</i>
	<i>1964–65 Johns Hopkins University (X3053)</i>	<i>1,485</i>
	<i>1964–65 Massachusetts General Hospital (B3053)</i>	<i>9,170</i>
	<i>1964–65 Wisconsin, University of (X3053)</i>	<i>6,982</i>
		<u><i>\$47,984</i></u>

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965–66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965–66</i>	<i>Unpaid Balance Carried Forward</i>
Ahmadu Bello University Establishment of Institute of Education (B3244)		\$84,000	\$56,000	\$28,000
American Council on Education Conference of heads of universities in developing Commonwealth countries (B3282)	\$40,000		40,000	
Support of Overseas Liaison Committee (X3172) (see also page 74)	100,000		100,000	
American Council of Learned Societies Fellowships in American studies for Australian and New Zealand scholars (B3229)		120,000	60,000	60,000
Botswana, Lesotho and Swaziland, University of Teacher-training activities (B3249)		68,880	22,960	45,920
Committee of Vice-Chancellors (Nigeria) Support of a secretariat (X3011)		102,000	25,000	77,000
East Africa, University of Development of Institutes of Educa- tion (B3207)		54,000	54,000	
Education and World Affairs Overseas Educational Service Additional costs of appointing Ameri- cans to education faculties at African universities (X3108)		45,000		45,000
Ibadan, University of Support of Institute of Librarianship (X3144)	84,000		42,000	42,000
Liaison between Institute of Education and teachers colleges (X2979)		13,500	13,500	
Inter-University Council for Higher Education Overseas Expenses of preliminary planning for University of the South Pacific (X3123)	14,000 *		14,000	
Makerere University College Support of Institute of Education (B3246)		80,730	40,365	40,365
Teachers College, Columbia University Afro-Anglo-American program in teacher education (B3290) (see also page 84)	235,000		15,000	220,000
University College, Dar es Salaam Extramural program (B3109) Support of Institute of Education (B3247)		45,039 17,000	18,681 17,000	26,358

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
University College, Nairobi				
Development of education library (B3248)		\$25,000		\$25,000
Support of Institute of Adult Studies (X3173)	\$182,000		\$84,000	98,000
University Provisional Council, Zambia				
Additional costs of appointment of American staff (X3107)		70,000		70,000
Studies and Programs Administered by the Officers				
Travel Grants: 106 allocations (X2926, X3012, X3062, X3132)	5,556 * } 169,072 }	143,615	200,752	111,935
Funds Made Available but Remaining Unallocated				
Discretionary Fund (X3180)	25,000	25,000	(a) 11,000 (b) }	25,000
Travel Grants (X3132)	25,928			25,928
TOTAL APPROPRIATED OR ALLOCATED	\$880,556			
Less: Allocated from funds voted in previous years as shown (*) above	19,556			
TOTALS: COMMONWEALTH	\$861,000	\$893,764	\$814,258	\$940,506

(a) \$14,000 allocated to individual institutions included in list.

(b) Written off; included in total payments.

ADJUSTMENTS OF	<i>Not required: written off (listed above)</i>	\$11,000
APPROPRIATIONS	<i>Refunds from grants made in previous years</i>	
	1954-55 West Indies, University of the (B2758)	414
	1956-57 Sydney, University of (X2694)	1,158
	1960-61 Rhodesia, University College of (X2892)	1,403
	1963-64 Teachers College, Columbia University (X3021)	19,013
	1964-65 International Association of Universities (X3054)	4,753
		<u>\$37,741</u>

UNITED STATES AND COMMONWEALTH PROGRAMS

SUMMARY OF APPROPRIATIONS AND PAYMENTS

	<i>Appropriated or Allocated During 1965-66</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1965-66</i>	<i>Unpaid Balance Carried Forward</i>
FOR PURPOSES IN UNITED STATES	\$12,477,700	\$10,551,424	\$11,273,995	\$11,755,129
FOR PURPOSES IN COMMONWEALTH	861,000	893,764	814,258	940,506
	<u>\$13,338,700</u>	<u>\$11,445,188</u>	<u>\$12,088,253</u>	<u>\$12,695,635</u>

Grants for Travel

Commonwealth Program

DURING THE YEAR ENDED
SEPTEMBER 30, 1966

From Australia

K. G. ARMSTRONG

Lecturer in Political Science, University of Melbourne

Teaching of political science and patterns of university organization, United States and Canada

G. A. BARCLAY

Professor of Chemistry, Macquarie University

Teaching of chemistry and structure of academic administration, United States

A. R. BILLINGS

Professor of Electrical Engineering, University of Western Australia

Higher education generally and graduate schools, United States and Canada

R. C. BUNKER

Senior Lecturer in Town and Country Planning, University of Sydney

Theory and practice of metropolitan planning, United States and Canada

I. N. CAPON

Senior Lecturer in Computing Science, University of Adelaide

Design and content of courses in computing science, United States and Canada

A. R. H. COLE

Reader in Physical Chemistry, University of Western Australia

High school and university chemistry courses, United States

E. D. GARDINER

Chairman, Commonwealth Advisory Committee on Standards for Science Facilities in Independent Secondary Schools; Head, Science Department, Melbourne Church of England Grammar School

Science education, United States

F. H. JOHNSON

Comptroller, Monash University

University organization, administration, and finance, United States and Canada

K. P. LAMB

Professor of Biology, University of Papua and New Guinea

Problems of biology teaching in the Tropics, Africa and the West Indies

JOHN LUDBROOK

Professor of Surgery, University of New South Wales

Medical School curricula and relation of university to hospital, United States

J. P. McAULEY

Professor of English, University of Tasmania

Teaching of English, United States and Canada

C. G. PLOWMAN

Registrar, School of General Studies, Australian National University

Problems of university administration, United States and Canada

JUDITH O. ROBINSON

Professor of French, University of New South Wales

Teaching of modern foreign languages, United States

J. H. SHAW

Associate Professor of Town Planning, University of New South Wales

Town planning, United States

D. P. SINGHAL

Reader in History, University of Queensland

Asian studies, United States and Canada

D. F. SMITH

Senior Lecturer in Agriculture, University of Melbourne

Pasture ecology and orientation of students to practical agriculture, United States and Canada

From Ghana

C. E. FISCIAN

Senior Lecturer in Social Psychology, University of Ghana

Teaching and research in psychology, United States

I. A. MENSAH

Senior Lecturer in Accounting, University of Ghana

Teaching of business administration, United States

From Lesotho

J. D. TURNER

Professor of Education, University of Botswana, Lesotho and Swaziland

Teacher training, United States

From Malawi

IAN MICHAEL

Vice-Chancellor, University of Malawi

African programs in universities and aid agencies, United States and Canada

From Malaysia

KAI CHEONG CHAN

Lecturer in Chemistry, University of Malaya

Teaching of chemistry, United States

KENG AUN LOH

Archivist, National Archives of Malaysia

Archival and records management, United States

From New Zealand

R. N. BROTHERS

Associate Professor of Geology, University of Auckland

Teaching and research in geology, United States

A. D. BROWNLIE

Professor of Economics, University of Canterbury

Teaching and research in economics and computer techniques, United States

P. S. FREYBERG

Director of Extra-Mural Studies, Massey University of Manawatu; Dean-Designate, School of Education, University of Waikato

Developments in correspondence education and teacher education, United States and Canada

J. D. HUNTER

Professor of Medicine, University of Otago

Teaching of clinical medicine, United States and Canada

HAMISH KEITH

Keeper, City of Auckland Art Gallery

Administrative structure, staff training programs, and extension services of art museums, United States and Canada

DEREK NORTH

Senior Lecturer in Medicine, Auckland Branch Faculty of the University of Otago

Medical school curricula, United States

B. P. PHILPOTT

Professor of Agricultural Economics, Lincoln College

Agricultural economics and foreign assistance programs of universities, United States

A. J. RAUDKIVI

Professor of Civil Engineering, University of Auckland

Engineering education and hydraulic engineering laboratories, United States and Canada

H. J. SIMPSON

Professor of Fine Arts, University of Canterbury

Art education and university fine arts departments, United States

J. A. VEALE

Professor of Horticultural Science, Massey University of Manawatu

Teaching and research techniques in horticultural science, United States

From Nigeria

NWOZO AMANKWE

Cataloguer, University of Nigeria Library

Library science, United States

BEATRICE BANKOLE

Teacher

Library science, United States

RITA C. ENWONWU

Barrister-at-Law, Onitsha

Library science, United States

O. J. FAGBEMI

Lecturer in Mathematics, University of Lagos

Developments in automatic control systems,
United States

IFEANYI OGBUE

Secretary, Committee of Vice-Chancellors of Nigerian Universities

Observation of work of Committee of Vice-Chancellors and Principals of the United Kingdom, United Kingdom

A. C. OKOROAFO

Senior Assistant Registrar and Acting Registrar, University of Nigeria

Admissions procedures and student record keeping, United States and Canada

FUNLAYO OLAITAN

Headmistress, St. Catherine's Model School

Methods of preschool and elementary education, United States and Canada

C. I. O. OLANIYAN

Professor of Zoology, University of Lagos

Marine biology, United States

From South Africa

J. C. ALLAN

Senior Lecturer in Anatomy, University of the Witwatersrand

Teaching of applied anatomy, United States and Canada

D. R. BEETON

Professor of English, University of South Africa

Teaching methods and nineteenth century literature, United States

C. B. COLLINS

Education Secretary, South African Catholic Bishops' Conference

Church-state relationships in education and university student movements, United States and Canada

NEVILLE DUBOW

Lecturer in the History of Art, University of Cape Town

Teaching of design in schools of art and architecture, United States and Canada

ERIK LAUBSCHER

Painter, Cape Town

Contemporary developments in painting and art education, United States

K. H. C. McINTYRE

Professor of History, University of Natal

Teaching of American and Canadian history and organization of programs in American studies, United States and Canada

JAN RABIE

Writer, Cape Town

American culture, United States

J. P. F. SELLSCHOP

Professor of Nuclear Physics, University of the Witwatersrand

Nuclear research and physics teaching, United States

From Uganda

RAYMOND APTHORPE

Professor of Sociology, Makerere University College

Sociology of law, United States and Canada

From the United States

A. P. HARE

Professor of Sociology, Haverford College

Lectures in sociology at University of Cape Town, South Africa

From the West Indies

K. S. JULIEN

Senior Lecturer in Electrical Engineering, University of the West Indies

University engineering libraries, United States and Canada

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Senior Lecturer in Physical Chemistry, University of the West Indies

Teaching and research techniques in physical chemistry, United States

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Teaching methods in early elementary education, United States

The Treasurer's Report

Statements of the Corporation's assets and liabilities at September 30, 1966, its income, expenses, and appropriations for the year ended on that date, and the securities owned at the year-end with their book and market values appear on pages 98 through 108. These statements were audited by the independent public accounting firm of Price Waterhouse & Co. The accountants' opinion that the statements present fairly the Corporation's financial position and its income and expenses and appropriations appears on page 97.

The following comments are intended to highlight and supplement this information.

Assets

During the year the Corporation's assets at book value increased by \$3,808,696. This increase was realized principally by the reinvestment of net profits on securities that were sold.

The Corporation's Capital Fund at book is \$233,227,013. It comprises the original endowment fund of \$135,336,869, plus accumulated net realized gains to date of \$97,890,144. Valuing the securities at market prices on September 30, 1966, the Capital Fund would be increased by \$42,597,030 of unrealized gains, making a total of \$275,824,043, which is an increase of 104 per cent in the original endowment.

The accumulated net gain realized is set aside in the Capital Gains Account since, in counsel's opinion, it is not income and consequently not available for appropriation.

Other Assets

Cash and marketable securities at book value make up more than 99 per cent of the Corporation's assets. The remainder is mostly from bequests under the wills of Mr. and Mrs. Andrew Carnegie.

CARNEGIE HOUSE PROPERTIES

The Carnegie House properties, consisting of the land and two buildings at 2 East 91st Street and 9 East 90th Street, New York City, were be-

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queathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation's books at the nominal value of \$1.00. The properties are leased rent free until May 18, 1972, to Columbia University and occupied by the Columbia University School of Social Work, a graduate school of the University.

HOME TRUST COMPANY

Home Trust Company was organized in 1901 in New Jersey by Mr. Carnegie to care for various of his financial interests after he retired. It became trustee of certain trusts set up by him during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in general banking business nor accepted deposits, and it accepts no new business. Its activities have steadily declined as recipients of pensions and annuities have died.

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at \$334,195, the appraised value when acquired in 1925 from Mr. Carnegie's estate. The Corporation also owns the reversionary interests in various trusts established by Mr. Carnegie and administered by Home Trust Company. The present unrecovered balance of the reversionary interests is \$309,810.

ADVANCES TO THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

To enable The Carnegie Foundation for the Advancement of Teaching to carry out its obligations for payment of free pensions to retired college and university teachers and their widows, the Corporation in 1939 committed itself to advance up to \$15,000,000 without interest to the Foundation. The Foundation's income is now sufficient to take care of its expenses and pension payments. It is therefore no longer necessary for the Corporation to continue making advances. At September 30, 1966, the total amount advanced, \$14,600,000, was reduced by a payment of \$70,779, leaving an advance of \$14,529,221. As the balance of \$400,001 in the reserve fund will no longer be needed to complete the Corporation commitment, it is expected these funds will be returned to income by board resolution in the coming year.

THE DETAILED RECORD

The present value of the advances depends, of course, on the rate of re-payment. Because there is not now any way to determine their present value, the advances are carried on the Corporation's books at the nominal value of \$1.00.

Investment Transactions During the Year

During the year some low-interest bonds were sold, and the Corporation holdings in preferred and common stocks were reduced. The proceeds from these transactions, including the net capital gains, were reinvested in long-term higher interest corporate bonds and in FHA and VA guaranteed mortgages. It should be noted that the Corporation investments in government securities include \$12,000,000 of short-term obligations acquired in anticipation of settlements for bonds that it is committed to purchase. These changes continue to increase the Corporation income.

A summary showing the changes in investments, the market value at the year-end, and the gain or loss on securities sold during the year follows:

<u>September 30, 1965</u>		<u>September 30, 1966</u>		
	<i>Book Amount</i>	<i>Book Amount</i>	<i>Approximate Market</i>	<i>Gain or (Loss) on Securities Sold During the Year</i>
Bonds				
U. S. Government	\$10,183,047	\$18,635,586	\$18,519,366	(\$214,695)
Others	106,668,797	105,220,381	91,989,228	(2,601,187)
Mortgages	14,231,520	14,616,318	13,464,754	27,396
Stocks				
Preferred	2,633,674	622,264	588,111	(169,055)
Common	107,016,541	106,236,367	163,366,487	6,209,811
	<u>\$240,733,579</u>	<u>\$245,330,916</u>	<u>\$287,927,946</u>	<u>\$3,252,270</u>

Income

The income from securities for the year 1966 was \$13,355,325, and is an increase of \$613,932 over 1965. Security income represents a return of 5.44 per cent on cost of securities held at the year-end, or a yield of 4.64 per cent on market value. Two items substantially make up the total of other income: \$30,960 was received as dividends on annuity policies that the Corporation purchased from Teachers Insurance and Annuity Association to supplement the allowances for retired college professors provided by The Carnegie

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Foundation for the Advancement of Teaching and \$70,779 was received from the Foundation as a first payment toward the liquidation of the Corporation advances.

Appropriations

For both the United States and Commonwealth programs a total of \$13,338,700 was appropriated in the fiscal year 1966. Detail of these appropriations is given in the secretary's report on pages 74 through 89.

The amount that may be used for the Commonwealth program is 7.4 per cent of security income after deducting investment service and custody fees.

Total cash income from all sources was \$13,463,339; to this was added \$85,725 of appropriations refunded or not needed and \$913,388 unexpended income brought forward from last year, making a total for expenditure of \$14,462,452. After deducting operating expenses of \$907,913, there remained a balance of \$13,554,539 available for current appropriation. Of this amount \$12,477,700 was appropriated for purposes in the United States and \$861,000 for the Commonwealth program. At the year-end there was unappropriated income of \$215,839; out of this balance \$80,967 may be spent for the Commonwealth program in future years.

TEN-YEAR RECORD OF INCOME AND DISPOSITION OF FUNDS

<i>Fiscal Year Ended September 30</i>	<i>Cash Income</i>	<i>Operating Expenses</i>	<i>Appropriations less Refunds, and Reserves for Professors' Annuities</i>	<i>Excess (Deficiency) of Income for the Year</i>	<i>Balance Unappropriated Income</i>
1957	\$9,729,388	\$649,372	\$9,235,336	(\$155,320)	\$137,607
1958	9,603,628	707,136	8,720,001	176,491	314,098
1959	9,849,808	780,507	9,171,448	(102,147)	211,951
1960	10,646,490	792,498	9,904,902	(50,910)	161,041
1961	10,976,558	845,367	10,075,816*	55,375	216,416
1962	11,360,937	851,968	10,261,942	247,027	463,443
1963	11,785,719	856,562	11,079,711	(150,554)	312,889
1964	12,303,167	874,351	11,244,564	184,252	497,141
1965	12,888,402	907,322	11,564,833	416,247	913,388
1966	13,463,339	907,913	13,252,975	(697,549)	215,839

* Payments to reserves terminated.

A detailed comparative statement of income and expenses and appropriations for 1964-65 and 1965-66 appears on page 100.

OPINION OF INDEPENDENT ACCOUNTANTS

TO THE BOARD OF TRUSTEES OF
CARNEGIE CORPORATION OF NEW YORK

In our opinion, the statements appearing on pages 98 through 108 present fairly the financial position of Carnegie Corporation of New York at September 30, 1966, and its income, expenses and appropriations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. Our examination of these statements was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of the cash and securities owned at September 30, 1966, by direct correspondence with depositories.

PRICE WATERHOUSE & CO.

New York, N. Y.
November 1, 1966

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I B A L A N C E S H E E T

September 30, 1966

Assets

Securities at book amount (SCHEDULE A and NOTE 1)

Bonds

U. S. Government \$18,635,586

Other 105,220,381

Mortgages (FHA and VA) 14,616,318

Stocks

Preferred 622,264

Common 106,236,367

Total (approximate market value \$287,928,000) \$245,330,916

Cash 562,010

Miscellaneous receivables and deposits 1,555

Other Assets (NOTE 2)

Reversionary interests \$309,810

Home Trust Co., capital stock 334,195

Items at nominal value 2

644,007

\$246,538,488

- NOTES 1. Investments in securities are generally carried at cost if purchased, and at quoted market value at dates of receipt if acquired by gift.
2. See pages 93-95.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I

B A L A N C E S H E E T

September 30, 1966

Funds, Reserves, and Liabilities

Capital Fund			
Endowment		\$125,000,000	
Legacies		10,336,869	
Capital gains (NOTE 2)			
Balance at beginning of year	\$94,634,346		
Add: Profit on sale of securities	3,252,270		
Profit on recovery of reversionary interests	<u>3,528</u>		
Balance at end of year		<u>97,890,144</u>	\$233,227,013
Reserve for pensions, Carnegie Foundation (NOTE 2)			400,001
	<i>Commonwealth</i>	<i>United States</i>	
Appropriations Payable (see page 89)	<u>\$940,506</u>	<u>\$11,755,129</u>	12,695,635
Unappropriated Income (EXHIBIT II)			215,839

\$246,538,488

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT II

*Comparative Statement of Income,
Expenses, and Appropriations*

	<i>Year ended September 30</i>		
	<i>1966</i>	<i>1965</i>	<i>+ Increase - Decrease</i>
Income			
Dividends and interest on securities (SCHEDULE A)	\$13,355,325	\$12,741,393	+ \$613,932
Other income*	108,014	147,009	- 38,995
	<u>\$13,463,339</u>	<u>\$12,888,402</u>	<u>+ \$574,937</u>
Less: Investment service and custody fee	112,631	115,032	- 2,401
	<u>\$13,350,708</u>	<u>\$12,773,370</u>	<u>+ \$577,338</u>
Application of income			
Administrative expenses (SCHEDULE B)	795,282	792,290	+ 2,992
Net income	<u>\$12,555,426</u>	<u>\$11,981,080</u>	<u>+ \$574,346</u>
Professors' annuities premium payments		3,410	- 3,410
Income available for appropriation	<u>\$12,555,426</u>	<u>\$11,977,670</u>	<u>+ \$577,756</u>
Appropriations authorized during current year (see page 89)	\$13,338,700	\$11,928,486	+ \$1,410,214
Less: Refunded or not needed	85,725	367,063	- 281,338
Net funds appropriated	<u>\$13,252,975</u>	<u>\$11,561,423</u>	<u>+ \$1,691,552</u>
Excess of (Appropriations) or income for the year	<u>(\$697,549)</u>	<u>\$416,247</u>	<u>- \$1,113,796</u>
Balance, unappropriated income beginning of fiscal year	<u>913,388</u>	<u>497,141</u>	<u>+ 416,247</u>
Balance, unappropriated income end of fiscal year	<u>\$215,839</u>	<u>\$913,388</u>	<u>- \$697,549</u>

* See pages 95-96.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE A

Summary of Securities Held

September 30, 1966

and Income for the Year

	<i>Book Amount</i>	<i>Approximate Market</i>	<i>+ Greater or - Less than Book</i>	<i>Income</i>
Bonds				
U. S. Government	\$18,635,586	\$18,519,366	— \$116,220	\$480,154
Other	105,220,381	91,989,228	— 13,231,153	4,955,719
Totals	<u>\$123,855,967</u>	<u>\$110,508,594</u>	<u>—\$13,347,373</u>	<u>\$5,435,873</u>
 Mortgages (FHA and VA)	14,616,318	13,464,754	— 1,151,564	625,278
 Stocks				
Preferred	622,264	588,111	— 34,153	57,364
Common	106,236,367	163,366,487	+ 57,130,120	7,236,810
Totals	<u>\$245,330,916</u>	<u>\$287,927,946</u>	<u>+\$42,597,030</u>	<u>\$13,355,325</u>

Statement of Securities

September 30, 1966

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
U. S. Government			
Treasury Bills			
October 6, 1966	\$10,684,000	\$10,595,871	\$10,674,919
November 10, 1966	35,000	34,801	34,789
March 30, 1967	772,000	749,832	750,106
Federal Home Loan Banks			
5 3/4s, July 26, 1967	665,000	664,792	662,087
Federal Intermediate Credit Banks			
Deb. 4.90s, Oct. 3, 1966	1,500,000	1,498,828	1,500,000
Twelve Federal Land Banks			
4 3/8s, March 20, 1969	1,210,000	1,197,296	1,158,575
4 1/4s, March 20, 1968	500,000	497,813	488,125
Federal National Mortgage Association			
Deb. 5 1/8s, SM-1972-A, Feb. 10, 1972	1,000,000	996,250	972,500
Deb. 4 5/8s, SM-1970-A, April 10, 1970	1,000,000	1,001,250	955,000
Deb. 4 3/8s, SM-1969-A, April 10, 1969	1,382,000	1,398,853	1,323,265
Totals		<u>\$18,635,586</u>	<u>\$18,519,366</u>

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Alabama Power Co. 1st 5s, April 1, 1990	\$365,000	\$362,542	\$327,588
Alberta (Canada), Province of Treasury 4.40s, Feb. 8, 1968 (Registered)	1,000,000	1,000,000	972,500
Alcan Aluminum Corp. Promissory Notes 4¾s, Dec. 31, 1984 (Registered)	1,000,000	1,000,000	875,000
Allied Chemical & Dye Corp. Deb. 3½s, April 1, 1978 (Registered)	1,100,000	1,089,000	869,000
Aluminum Co. of Canada, Ltd. S. F. Deb. 4½s, April 1, 1980	975,000	996,977	851,906
Amax Realty Corp. Notes 4.85s, June 1, 1986 (Registered)	1,250,000	1,250,000	1,121,875
American Can Co. Deb. 4¾s, July 15, 1990 (Registered)	977,000	984,816	876,858
Associates Investment Co. Deb. 5¼s, Aug. 1, 1977	567,000	591,098	535,815
Bell Telephone Co. of Canada, (The) 1st 4 ⅞s, May 1, 1988 (Registered)	1,500,000	1,494,600	1,267,500
1st 4.80s, Ser. Z, Oct. 1, 1989 (Registered)	1,000,000	1,000,000	820,000
Beneficial Finance Co. Deb. 5s, Nov. 1, 1990 (Registered)	1,000,000	1,000,000	920,000
Bethlehem Steel Corp. Cons. S. F. 2¾s, Ser. I, July 15, 1970	275,000	279,813	243,375
Boeing Co., (The) Notes 6 ⅞s, Sept. 15, 1986 (Registered)	2,000,000	2,000,000	1,980,000
B. P. North American Finance Corp. Promissory Notes 5½s, Sept. 15, 1985 (Registered)	1,500,000	1,500,000	1,320,000
Celanese Corp. of America Promissory Notes 4¾s, April 1, 1990 (Registered)	2,000,000	2,000,000	1,670,000
Celbess Corp. 1st 5¼s, Nov. 30, 1974 (Registered)	2,208,055	2,208,055	2,097,652
Chicago, Burlington & Quincy RR Co. Conditional Sale Agreement 3 ⅞s, Ser. B, May 1, 1967	29,863	29,093	29,564
C.I.T. Financial Corp. Promissory Notes 4 ⅞s, April 1, 1987 (Registered)	1,500,000	1,500,000	1,207,500
Deb. 4¾s, July 1, 1970 (Registered)	2,000,000	1,978,750	1,880,000
Deb. 3 ⅞s, Sept. 1, 1970	500,000	492,875	458,750
Columbia Broadcasting System, Inc. Promissory Notes 5½s, April 15, 1991 (Registered)	1,500,000	1,500,000	1,443,750

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Columbia Gas System, Inc. Deb. 3 $\frac{7}{8}$ s, Ser. F, April 1, 1981 (Registered)	\$750,000	\$748,164	\$600,000
Commercial Credit Co. Notes 4 $\frac{3}{4}$ s, Jan. 15, 1982 (Registered)	2,000,000	2,000,000	1,685,000
Consolidated Edison Co. of New York, Inc. 1st & Ref. 5s, Ser. N, Oct. 1, 1987 (Registered)	1,000,000	1,007,770	943,750
1st & Ref. 4 $\frac{3}{4}$ s, Ser. R, June 1, 1990 (Registered)	1,000,000	1,007,990	882,500
Consolidated Natural Gas Co. Deb. 5s, Feb. 1, 1985	921,000	929,174	857,635
Deere (John) Credit Co. Deb. 4 $\frac{7}{8}$ s, Ser. A, Oct. 31, 1985 (Registered)	1,000,000	990,000	860,000
Detroit Edison Co. Gen. & Ref. 4 $\frac{7}{8}$ s, Ser. P, Aug. 15, 1987 (Registered)	1,000,000	1,000,000	880,000
Duquesne Light Co. S. F. Deb. 5s, Mar. 1, 2010	868,000	876,003	798,560
Erie Mining Co. 1st 4 $\frac{1}{2}$ s, Ser. B, July 1, 1983 (Registered)	1,620,000	1,572,826	1,409,400
First National City Bank of New York Conv. Notes 4s, July 1, 1990 (Registered)	1,250,000	1,287,840	1,059,375 ✓
Ford Motor Co. Promissory Notes 4s, Nov. 1, 1976 (Registered)	1,364,000	1,364,000	1,200,320
Ford Motor Credit Co. Notes 4 $\frac{3}{4}$ s, Mar. 1, 1979 (Registered)	2,000,000	2,000,000	1,685,000
Four Corners Pipe Line, Inc. Notes 5s, Sept. 1, 1982 (Registered)	578,000	578,000	533,205
General Electric Credit Corp. Notes 4.85s, June 15, 1990 (Registered)	1,035,000	1,035,000	817,650
Notes 4 $\frac{3}{4}$ s, Nov. 1, 1987 (Registered)	1,000,000	1,000,000	787,500
Promissory Notes 4 $\frac{1}{2}$ s, Dec. 31, 1966 (Registered)	2,000,000	2,000,000	1,990,000
General Motors Acceptance Corp. Deb. 5s, Mar. 15, 1981	775,000	771,125	722,688
Deb. 3 $\frac{5}{8}$ s, Sept. 1, 1975	600,000	594,500	489,000
Great Canadian Oil Sands Ltd. Notes 5 $\frac{3}{4}$ s, July 1, 1991 (Registered)	2,000,000	2,000,000	1,875,000
Gulf States Utilities Co. 1st 4 $\frac{7}{8}$ s, July 1, 1990	1,000,000	1,008,670	895,000
Howmet Corp. Notes 4.85s, June 1, 1986 (Registered)	1,250,000	1,250,000	1,121,875
ICI Financial Corp. Promissory Notes 6.52s, Aug. 1, 1985 (Registered)	1,500,000	1,636,500	1,440,000

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Indiana & Michigan Electric Co. S. F. Deb. 5 $\frac{1}{8}$ s, June 1, 1986	\$500,000	\$508,860	\$472,500
Industrial Acceptance Corp., Ltd. S. F. Deb. 5 $\frac{1}{4}$ s, Ser. Z, Oct. 1, 1982 (Registered)	1,000,000	1,000,000	865,000
International Bank for Reconstruction & Development 4 $\frac{3}{4}$ s, Nov. 1, 1980 (Registered)	500,000	498,263	452,500
3 $\frac{3}{4}$ s, May 15, 1968	500,000	476,797	477,500
United Kingdom Guaranteed 4 $\frac{3}{4}$ s (Colony of Southern Rhodesia) May 1, 1968–71 (Registered)	2,000,000	1,931,450	1,944,750
5s (Federal Power Board Rhodesia & Nyasaland) June 1, 1967 (Registered)	300,000	296,040	298,530
Dec. 1, 1967 (Registered)	200,000	197,190	198,320
5 $\frac{1}{4}$ s (Federation of Nigeria) April 1, 1967–71 (Registered)	1,500,000	1,500,000	1,483,140
International Harvester Credit Corp. Deb. 4 $\frac{5}{8}$ s, Ser. A, Nov. 1, 1979	1,000,000	995,000	836,250
Louisiana Power & Light Co. 1st 5s, April 1, 1990	1,000,000	979,250	912,500
Louisville & Nashville RR Co. 1st & Ref. 3 $\frac{3}{8}$ s, Ser. I, April 1, 2003	965,000	962,875	607,950
Missouri Pacific RR Co. Conditional Sale Agreement 5.70s, Ser. A, Nov. 1, 1974	729,136	729,136	707,262
Montgomery Ward Credit Corp. Deb. 4 $\frac{7}{8}$ s, July 1, 1980	1,000,000	995,000	855,000
Northern States Power Co. 1st 5s, Dec. 1, 1990	500,000	506,125	455,000
Pacific Telephone & Telegraph Co. Deb. 5 $\frac{1}{8}$ s, Feb. 1, 1993	1,000,000	1,011,980	955,000
Pan American World Airways, Inc. Conv. Sub. Deb. 4 $\frac{1}{2}$ s, Aug. 1, 1986 (Registered)	2,000,000	2,000,000	1,910,000 ✓
Potomac Electric Power Co. 1st 5s, Dec. 15, 1995	1,250,000	1,260,338	1,143,750
S. F. Deb. 4 $\frac{5}{8}$ s, Feb. 15, 1982 (Registered)	474,000	455,040	426,008
Public Service Co. of Indiana, Inc. 1st 4 $\frac{7}{8}$ s, Ser. L, Oct. 1, 1987 (Registered)	1,000,000	1,000,000	887,500
Public Service Electric & Gas Co. Deb. 4 $\frac{5}{8}$ s, Mar. 1, 1977	455,000	441,350	414,050
Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	825,000
Quebec Hydro-electric Commission Deb. 5s, Ser. X, July 15, 1984	1,000,000	1,000,000	870,000

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Sears Roebuck Acceptance Corp. Sub. Deb. 4 $\frac{5}{8}$ s, May 1, 1977	\$1,400,000	\$1,386,000	\$1,232,000
Shell Funding Corp. Coll. Trust 4 $\frac{1}{2}$ s, Ser. A, June 1, 1983 (Registered)	1,000,000	1,000,000	862,500
Shell Oil Co. Deb. 5s, Mar. 15, 1991 (Registered)	2,000,000	2,000,000	1,835,000
Simpsons-Sears Acceptance Co., Ltd. Deb. 5 $\frac{7}{8}$ s, Ser. C, Feb. 1, 1980 (Registered)	1,000,000	1,000,000	922,500
Southern Electric Generating Co. 1st 5 $\frac{1}{4}$ s, Ser. 1960, June 1, 1992	836,000	842,479	794,200
Southern Pacific Co. Eq. Tr. Ctfs. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1967-71	1,000,000	1,007,684	933,590
Southern Railway Co. 1st Cons. 5s, July 1, 1994	1,000,000	1,333,176	902,500
Superior Oil Co. Deb. 3 $\frac{3}{4}$ s, July 1, 1981	150,000	150,000	124,500
Tennessee Gas Transmission Co. Deb. 5s, Sept. 1, 1982 (Registered)	1,000,000	1,012,500	890,000
Deb. 4 $\frac{1}{2}$ s, Jan. 1, 1977 (Registered)	418,000	427,489	360,525
Deb. 4 $\frac{1}{4}$ s, Sept. 1, 1974 (Registered)	935,000	991,147	827,475
Texas Eastern Transmission Corp. 1st 5 $\frac{5}{8}$ s, Sept. 1, 1977 (Registered)	410,000	418,601	394,625
1st 4 $\frac{7}{8}$ s, April 1, 1979 (Registered)	893,000	868,722	799,235
Texas Gas Transmission Corp. Deb. 5s, June 1, 1982	982,000	982,180	878,890
Texas Gulf Sulphur Co. Promissory Notes 4.70s, April 1, 1989 (Registered)	1,000,000	1,000,000	862,500
Promissory Notes 4.70s, Ser. Z, Oct. 1, 1989 (Registered)	1,000,000	1,000,000	860,000
Trans World Airlines, Inc. S. F. Notes 5 $\frac{3}{8}$ s, Ser. E, Dec. 31, 1986 (Registered)	325,000	325,000	290,063
Triangle Facilities, Inc. Notes 4 $\frac{3}{4}$ s, Dec. 1, 1987 (Registered)	909,000	909,000	799,920
Trunkline Gas Co. 1st 3 $\frac{5}{8}$ s, Nov. 1, 1975 (Registered)	684,000	684,000	612,180
Union Carbide Corp. S. F. Notes 4 $\frac{1}{2}$ s, Dec. 31, 1996 (Registered)	2,506,849	2,506,849	2,168,424
United Air Lines, Inc. Notes 5s, Feb. 1, 1984 (Registered)	2,000,000	2,000,000	1,735,000
Conv. 4s, Mar. 1, 1990 (Registered)	1,245,000	2,983,104	1,992,000
U. S. Plywood Corp. S. F. Notes 4.95s, Aug. 1, 1988 (Registered)	1,500,000	1,504,297	1,275,000

Statement of Securities—continued

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Utah Oil Refining Co. Promissory Notes 3.05s, Mar. 1, 1970 (Registered)	\$400,000	\$400,000	\$379,000
Woolworth Co., F. W. Promissory Notes 5s, Dec. 1, 1982 (Registered)	1,000,000	1,000,000	885,000
Xerox Corp. Promissory Notes 5 $\frac{3}{8}$ s, April 1, 1991 (Registered)	2,000,000	2,000,000	1,830,000
Conv. Deb. 4s, May 1, 1984	1,880,000	4,800,778	3,243,000 ✓
Totals		\$105,220,381	\$91,989,228
Totals, Bonds		\$123,855,967	\$110,508,594

<i>Mortgages</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Abilene AFB Housing, Inc. 4% Mortgage Notes, 1966-82	\$4,824,324	\$4,884,131	\$4,269,527
Instlcorp, Inc. Collateral Trust Notes			
Ser. A-16, 5%, Dec. 31, 1991 (Registered)	2,241,044	2,166,310	2,050,555
Ser. A-21, 5%, Dec. 31, 1991 (Registered)	1,340,574	1,293,646	1,219,922
Ser. A-23, 4.96%, Dec. 31, 1991 (Registered)	1,019,932	1,003,406	933,238
Ser. A-19, 4.94%, Dec. 31, 1991 (Registered)	1,829,781	1,769,236	1,669,675
Ser. A-25, 4.64%, Dec. 31, 1991 (Registered)	596,374	571,152	530,773
Ser. A-29, 5.25%, June 30, 1992 (Registered)	772,807	772,506	718,711
Ser. A-31, 4.5%, June 30, 1992 (Registered)	713,811	678,464	628,154
Ser. A-62, 5.125%, Mar. 31, 1997 (Registered)	1,565,527	1,477,467	1,444,199
Totals, Mortgages		\$14,616,318	\$13,464,754

<i>Preferred Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Litton Industries Inc. Conv. Preference Participating Series	5,537	\$318,966	\$368,211
Niagara Mohawk Power Corp. (cum.) 3.90%	1,400	145,600	92,400
South Carolina Electric & Gas Co. (cum.) 7%	3,000	157,698	127,500
Totals, Preferred Stocks		\$622,264	\$588,111

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market</i>
American Cyanamid Co.	95,300	\$3,231,104	\$3,109,163
American Metal Climax, Inc.	84,300	2,995,705	3,171,788
American Natural Gas Co.	44,500	2,032,976	1,724,375
American Smelting & Refining Co.	77,000	3,339,066	4,138,750
American Telephone & Telegraph Co.	113,800	2,849,593	5,832,250
Armco Steel Corp.	36,000	2,659,070	1,732,500
Avon Products, Inc.	33,900	2,432,792	2,606,063
Bethlehem Steel Corp.	91,000	3,249,861	2,616,250
Burlington Industries, Inc.	132,800	1,848,479	4,067,000
Carrier Corp.	30,000	1,176,530	1,762,500
Caterpillar Tractor Co.	124,800	361,083	4,274,400
Celanese Corp.	59,063	3,021,093	2,687,367
Chase Manhattan Bank	15,000	943,213	731,250
Chicago Pneumatic Tool Co.	42,000	1,732,141	1,249,500
Chrysler Corp.	25,000	1,335,988	878,125
Clark Equipment Co.	70,400	2,169,836	1,452,000
Coca-Cola Co.	26,000	852,742	1,937,000
Continental Illinois National Bank & Trust Co. (Chicago)	27,280	633,061	845,680
Crown Zellerbach Corp.	36,600	1,411,388	1,445,700
Cutler-Hammer, Inc.	31,100	1,548,329	1,306,200
Deere & Co.	76,000	2,744,420	4,227,500
Eastman Kodak Co.	35,070	676,913	3,901,538
Falconbridge Nickel Mines, Ltd.	26,000	1,471,853	1,996,150
Federated Department Stores Inc.	14,500	1,085,747	855,500
Ford Motor Co.	72,600	2,722,629	3,031,050
General Electric Co.	44,300	1,772,492	3,765,500
General Motors Corp.	149,733	6,335,975	11,211,258
Goodrich Co., B. F.	39,500	1,637,304	2,315,688
Goodyear Tire & Rubber Co.	38,950	718,756	1,830,650
Grant Co., W. T.	114,000	1,801,907	2,778,750
Gulf Oil Corp.	53,174	819,705	2,977,744
Hawaiian Telephone Co.	33,682	1,316,149	846,260
International Business Machines Corp.	16,400	3,820,748	5,207,000
International Nickel Co. of Canada, Ltd.	25,000	1,021,625	1,940,625
Kennecott Copper Corp.	126,900	3,285,081	4,060,800
Litton Industries Inc.	38,759	2,232,763	2,537,784
Louisiana Land & Exploration Co.	76,000	859,955	3,657,500
Marine Midland Corp.	35,000	1,009,402	848,750
Mobil Oil Co., Inc.	120,600	1,947,805	5,215,950
Monsanto Co.	17,231	499,389	790,472
Norfolk & Western Ry. Co.	20,000	1,354,071	1,965,000
Northwest Bancorporation	14,850	360,771	582,863
Pacific Gas & Electric Co.	90,000	1,247,996	2,542,500
Panhandle Eastern Pipe Line Co.	77,286	806,147	2,337,902
Parke, Davis & Co.	34,000	1,164,924	858,500
Pennsylvania RR Co.	34,000	2,105,763	1,555,500
Phelps Dodge Corp.	59,200	2,045,150	3,344,800
Public Service Electric & Gas Co.	119,400	2,573,164	3,701,400
Revere Copper & Brass, Inc.	24,000	1,102,049	1,086,000
Royal Dutch Petroleum Co. (20 guilder shs.)	60,000	1,953,686	2,062,500
Sears, Roebuck & Co.	58,800	1,006,885	2,940,000
Southern California Edison Co.	46,800	675,320	1,579,500
Southern Co.	40,000	745,390	1,050,000
Southwestern Public Service Co.	100,000	686,997	1,675,000
Square D Co.	113,625	908,428	2,201,484
Standard Oil Co. (New Jersey)	101,386	2,049,904	6,425,338

@ 65.475

Statement of Securities—*continued*

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Texaco, Inc.	62,013	\$713,423	\$4,100,610
Texas Utilities Co.	20,000	379,515	1,070,000
Time Incorporated	51,600	1,455,781	4,044,150
Travelers Insurance Co.	28,800	1,207,340	835,200
Union Electric Co.	100,000	945,363	2,337,500
U. S. Plywood Corp.	45,960	682,510	1,424,760
Whirlpool Corp.	52,700	2,461,122	2,081,650
Totals, Common Stocks		<u>\$106,236,367</u>	<u>\$163,366,487</u>

SCHEDULE B

Administrative Expenses

For the Year Ended September 30, 1966

Salaries	\$409,558
Employee benefits	86,695
Rent	72,024
Annual and quarterly reports	52,630
Travel	34,955
Conferences and consultations	31,486
Office equipment and maintenance	22,947
Telephone, telegraph, and postage	22,844
Pensions	15,541
Professional services	15,280
Office supplies and expenses	13,769
Duplicating services	7,528
Trustee expenses	5,246
Periodicals, publications, and subscriptions	4,122
Miscellaneous	657
	<u>\$795,282</u>

THE CARNEGIE PHILANTHROPIES

ANDREW CARNEGIE set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same corporate officers.

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